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ABSTRACT

This report outlines and evaluates the 1993-94 accomplishments of the South Carolina Center for Teacher Recruitment and addresses future directions the Center and its programs will be taking. The main body of the document reports on the following programs: (1) Minority Teacher Recruitment; (2) ProTeam Program (to make minority students and young men aware of skills needed to complete college and consider education as a viable career option); (3) Crossroads Summer Institute (provides information about preparing for high school and college); (4) Summer Teaching Careers Institute; (5) Teacher Cadet Program (encourages academically able students with good interpersonal and leadership skills to consider teaching as a career); (6) College Partnerships; (7) College HelpLine Program (works with students in the Teacher Cadet Program who need help getting into college); (8) South Carolina Teacher Forum (recognizes state and district teachers of the year); (9) Job Bank; (10) EXPO for Teacher Recruitment (matches teachers with school districts); (11) an advertising and marketing campaign to create a picture of teaching in South Carolina; and (12) a newsletter titled "Center Point." A list of 1993-94 ProTeam and Teacher Cadet Sites and the Center's year-end financial report complete the document. (LL)

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ED 376 118

93-94

Annual Report

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S C C T R

South Carolina Center For Teacher Recruitment

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1993-94 Accomplishments

1. The SCCTR staff conducted a successful Mega Conference and accomplished the goals we set for the conference.

2. Teachers and students were provided professional development opportunities and curriculum activities at the conferences sponsored by the Center.

3. Special emphasis was placed on networking the programs sponsored by the Center.

4. A Teacher Forum database was established by collecting data from each Teacher Forum member.

5. Members of the Teacher Forum Leadership Council wrote articles each month for publication in the State Department of Education's *Quest* newsletter.

6. Local forum chairpersons were invited to participate in conferences and to network with other chairpersons. In addition, the Teachers in Residence have visited and participated in local forum activities.

7. All SCCTR staff members have been brought up-to-date on the Teacher Forum goals and functions.

8. The South Carolina Teacher Forum has been recognized as a national model and was spotlighted at the National Teacher Forum.

9. Relationships between college partners and high school sites have been fostered by hiring a professor in residence.

10. Guidelines for increasing the minority and male enrollment in the Teacher Cadet Program were developed and shared with Teacher Cadet teachers.

11. An article featuring the Teacher Cadet Program was in the April 1994 issue of *Teacher* magazine.

12. A presentation about the ProTeam Program was made at the South Carolina Middle School Conference.

13. The goals of the ProTeam Program have been clarified and strengthened.

14. A position paper on the ProTeam Program and its tie to middle school and restructuring movements was written.

15. Scholarship information was solicited from all South Carolina school districts and colleges. SCOIS and CASHE were implemented.

16. An article about the College HelpLine service was featured in *The State* newspaper.

17. SCCTR implemented a regional service model, increased direct assistance and made connections to all sites.

18. Ten new Teacher Cadet sites were added to the SCCTR network. There were 2,168 students involved in the program.

19. The SCCTR co-sponsored a Diversity Symposium for personnel administrators, superintendents and school board members, and produced a minority recruitment handbook that has been widely disseminated.

20. The State Teacher of the Year is a member of the staff at SCCTR and serves as an ambassador for the teaching profession.

21. The Center helped the State Teacher of the Year launch an awareness campaign to improve public kindergarten in South Carolina.

22. Job Bank vacancies are submitted monthly for publication in the State Department of Education's *Quest* newsletter.

23. The Center was selected as one of twelve national pilot sites for the SAY (Science and Youth) Program and one of four sites selected to implement the program in 1993-94.

24. The SCCTR received an Eisenhower grant in the amount of $135,896 to implement the SAY Program.

25. Thirty-eight percent of the recipients of the 1994-95 teacher loans participated in the Teacher Cadet Program

25. The SCCTR staff developed guidelines for conducting out-of-state training.

26. Data for over 15,000 students (former Teacher Cadet and ProTeam Program participants) has been entered into the computer database during the 1993-94 school year.

27. The SCCTR assistant director participated in a recruiting trip in Germany that was paid for by the Department of Defense.

28. The Job Bank data form, the EXPO registration form and the Teacher Loan application were revised to include a question to determine if the applicant participated in the Teacher Cadet Program. This information is used to assist in tracking participants in SCCTR programs.

29. The SCCTR began publishing *Center Point*, a newsletter that incorporates information about all programs sponsored by the Center.

30. The SCCTR director made presentations at two national conferences and traveled to three other states, California, Virginia and Colorado, (at their request and expense) to help them develop teacher recruitment programs.

31. The Center worked with various organizations, including the MilCert Program at Clemson University and the Military Assistance Council, to assist military personnel affected by the drawdown to transition into the teaching profession.

Introduction

"We called ourselves the 'Dream Team.' We developed a mission and we set our goals for the year. The challenges loomed before us as we undertook a new service delivery model and planned and conducted a 'Mega Conference' for all the educators in our network. We took a deep breath and moved forward."

The 1993-94 school year was a busy, exciting and rewarding one for the staff at the South Carolina Center for Teacher Recruitment. We opened the school year with the state organized into six regions and a new service delivery model to implement. The new service delivery model meant that all of the Teachers in Residence would become a "jack of all SCCTR programs and a specialist in one." Rather than criss-crossing the state to serve only teachers and students in one program, the Teachers in Residence now carried the message of the Center to ProTeam and Teacher Cadet sites, local Teacher Forums, and College Partners within a specific region. By all accounts, the service delivery model accomplished the goals we had set and was rated highly by the teachers and college partners in the network.

With the change in the service delivery model came a new format for a newsletter. A promotional videotape of the ProTeam Program made its debut at the fall curriculum conference.

In November, the staff brought together all of the Center's constituents for a curriculum conference. The "Mega Conference" was held at Myrtle Beach and provided speakers on current issues, opportunities for networking, and a chance for the Policy Board and Task Force members to see first-hand the work of the Center. Crystal Kuykendall charmed us all with her life story and challenged us to remember the "Crystals" in our classrooms. Connections were made between ProTeam and Teacher Cadet and Teacher Forum sites, and college partners and Teacher Cadet instructors had an opportunity to make plans for the remainder of the year. A good time was had by all.

The energetic, hardworking SCCTR staff brainstormed and developed a multitude of goals for the year. From them we narrowed our focus to three: 1) strengthening the infrastructure of the ProTeam Program; 2) strengthening the Center's relationship with the college partnerships; and 3) marketing the former Teacher Cadets who were in the job market.

The Center began piloting the SAY

(Science and Youth) Program at Dillon High School during 1993-94. SCCTR is one of 12 sites across the country piloting the program designed to provide Teacher Cadets with opportunities to teach 9-14 year-olds hands-on science lessons and hopefully interest them in a career teaching science. This program helps address one of the critical shortage subject areas. The Center received an Eisenhower grant in the spring of 1994 to implement the SAY Program.

Many former Cadets who are now teaching in South Carolina have been identified and studied. The Educational Testing Service (ETS) is using the methodology developed by the Center staff for tracking former ProTeam and Teacher Cadets as a model for other precollegiate teacher recruitment programs.

As we begin the 1994-95 school year, we are eagerly anticipating the fruition of our goals and objectives. Almost seventy percent of all high schools in the state will participate in the Teacher Cadet Program and over 80% of the teacher education programs are serving as college partners. New states continue to consult with us on the development of comprehensive teacher recruitment programs.

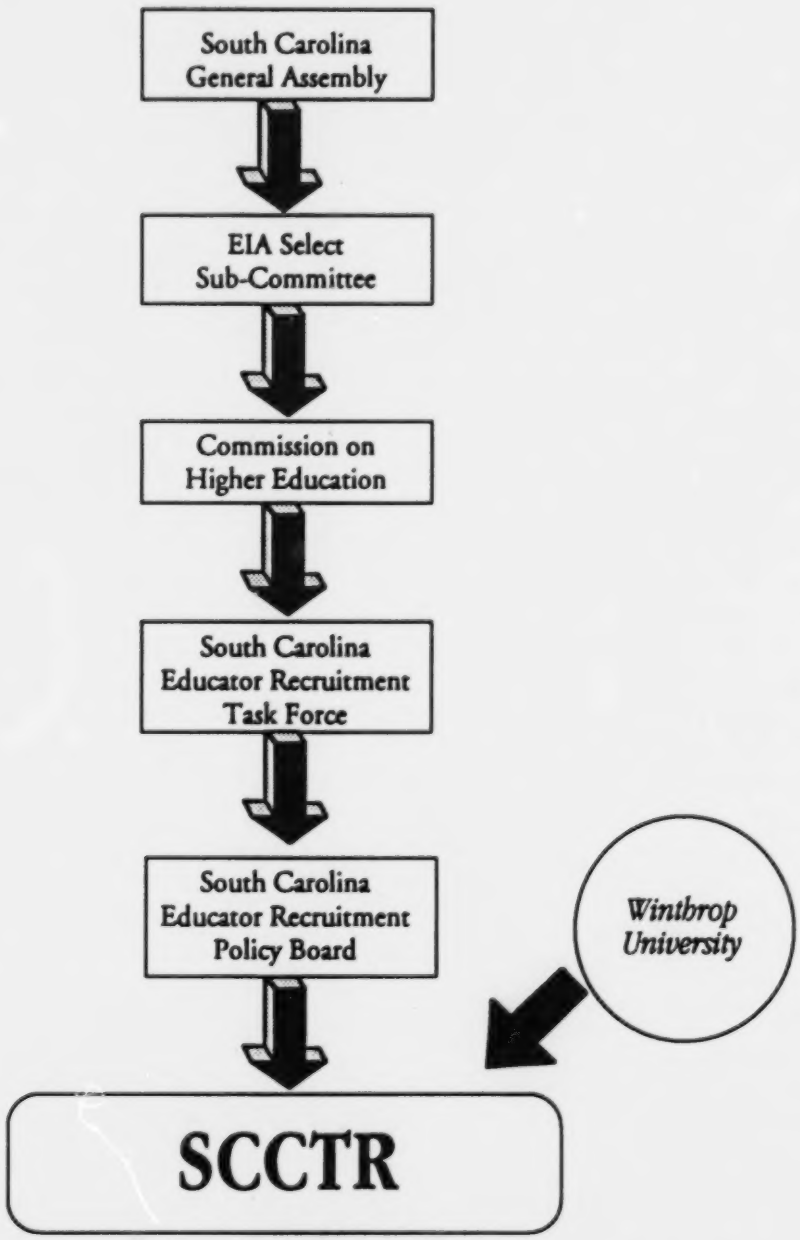
Once again, I would like to thank my wonderful co-workers at the Center. We truly are the "Dream Team", and that is what makes it possible for us to accomplish the many successes we enjoy. The support, direction and encouragement I receive from the Policy Board members allows us the freedom to take risks, try new things and experience success. Joe Bonds, Policy Board Chair for the past two years, has been an excellent listener and is a man with great insight and interpersonal skills. He helped me tremendously, and I am deeply appreciative of his time and commitment.

It's a privilege for me to serve in a leadership role at the South Carolina Center for Teacher Recruitment knowing that the students and teachers of our state are benefiting from the efforts of our labor.

Janice Poda

Janice Poda, August 1994

Governance of SCCTR



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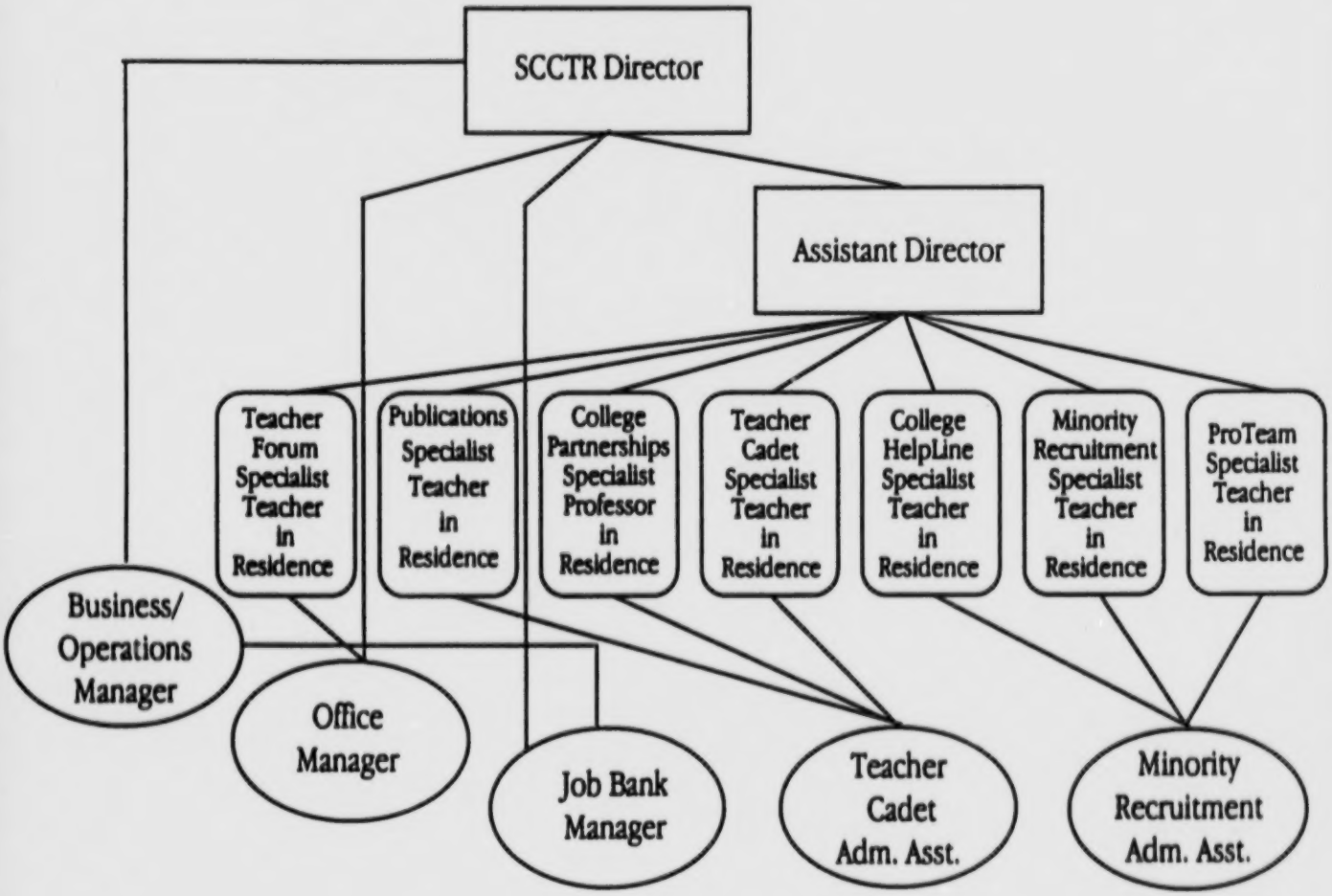
1993-94 SCCTR Administrative Organizational Chart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Assistant Director
Teacher Forum Specialist Teacher in Residence
Publications Specialist Teacher in Residence
College Partnerships Specialist Professor in Residence
Teacher Cadet Specialist Teacher in Residence
College HelpLine Specialist Teacher in Residence
Minority Recruitment Specialist Teacher in Residence
ProTeam Specialist Teacher in Residence
Business/ Operations Manager
Office Manager
Job Bank Manager
Teacher Cadet Adm. Asst.
Minority Recruitment Adm. Asst.

July 1994

1993-94 SCCTR Staff

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Cleo Richardson
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Rose Etta Schumacher
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ProTeam Program Specialist

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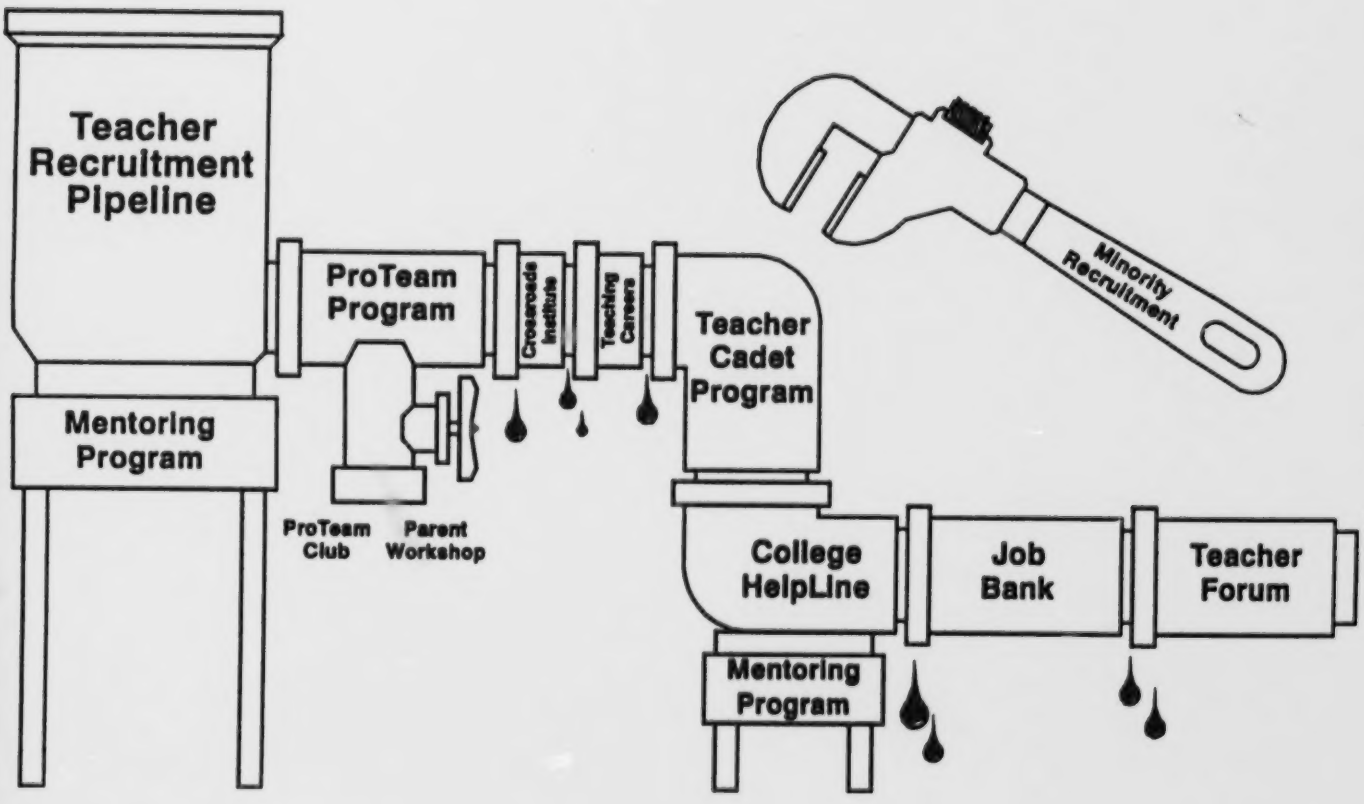
SCCTR Teacher Recruitment Pipeline



Mission

Mission: The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in South Carolina. In doing so, the SCCTR will respond to changing needs for teachers from under-represented populations, in critical subject fields, and in underserved geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

The 1985-86 Appropriation Act contained a proviso directing the State Department of Education to transfer $236,000 of unexpended Education Improvement Act funds to the Commission on Higher Education for the purpose of funding requests for proposals for the creation or implementation of teacher recruitment programs through agencies of State government or private industry. A proposal was submitted on behalf of the South Carolina Educator Recruitment Task Force, with Winthrop University (then Winthrop College) serving as fiscal agent. The Commission established through this proposal the South Carolina Center for Teacher Recruitment on December 5, 1985.

The stated purposes of the Center under the proposal authorized by the Commission are as follows:

1) to identify processes to improve and expand the pool of personnel for education and teaching in South Carolina;

2) to assess the impact of current recruitment efforts and of newly established efforts; and

3) to develop a marketing campaign that focuses on improving the image of teaching.

In the spring of 1993, the Center for Teacher Recruitment commissioned Dr. Robert Shoenberg to conduct an external evaluation of the overall Center operations. While complimenting the Center on many points including leadership, flexibility and imagination, attention to detail, good public relations and political sensibility, Dr. Shoenberg offered some suggestions for further development and enhancement of the Center. One suggestion made was to develop a statement defining the SCCTR's vision of itself in five years.

Using this recommendation as a

springboard, in the summer of 1993 the Center staff developed a draft of a mission statement. Subsequently, a Policy Board committee was formed to study the future directions of the SCCTR. This Futures Committee further refined the draft of the mission statement concentrating on the need for the Center to retain as well as recruit high quality individuals in the profession. The current mission statement, quoted at the beginning of this section, was adopted by the Policy Board at its fall 1993 meeting.

Leadership

In the eight and one-half years since the original proposal was approved by the Commission on Higher Education, the Center for Teacher Recruitment has gained knowledge and experience in the field of teacher recruitment. In fact, in a recent national study conducted for the DeWitt Wallace/Reader's Digest Fund by Recruiting New Teachers, Inc., the findings indicated that the South Carolina teacher recruitment programs had been replicated by 24% of all the precollegiate teacher recruitment programs across the country — more than any other program. The Center and its programs are regarded as national models.

This knowledge and experience has led the Center staff to develop programs and services that provide a continuum of opportunities for young people and adults to become interested in entering the teaching profession. This continuum allows the individual to enter the "pipeline" at whatever place the person is in his/her pursuit of a career. It also offers a structure to keep the doors open to the possibility of a teaching career, particularly for students in middle and high school.

Though the image of teaching held by the general public has improved somewhat in recent years, it is still viewed negatively by many. It is not unusual for young people and adults considering teaching careers to be dissuaded by their peers, family members and even teachers. The programs and services offered by the Center provide a chance to explore first-hand the rewards and challenges of the teaching profession.

Over the years the Center staff and its governing bodies have come to realize that recruitment and retention are synonymous. Unless schools are organized to allow teachers to exercise leadership roles and participate in decision making, bright, capable teachers are not likely to remain in the classroom.

Through the nationally recognized South Carolina Teacher Forum, the Center has assisted teachers in developing leadership skills and advising policy makers on issues affecting the teaching profession. Through their positive influence on policy and dialogue through communication channels established with policy makers, these teacher leaders have impacted decisions that affect teaching conditions and the improvement of education in South Carolina.

The growth of local teacher forums throughout the state provided additional vehicles to retain outstanding teachers in the classroom. The Center will continue to look for ways to assist policy makers, school

districts and teachers in developing strategies to improve teaching conditions and retain teachers in the classroom.

Under-represented Populations

The SCCTR mission statement recognizes the need to address under-represented populations in the teaching workforce. The recruitment of people of color is a common thread that runs through all of the programs and services provided by the Center. In 1989-90, the proviso appropriating funds to the Center indicated that $200,000 of the appropriations must be earmarked for minority teacher recruitment. Since that time, these funds have been used primarily to implement the ProTeam and College HelpLine Programs. In addition, in 1992, the Center developed the Crossroads Summer Institute that is held annually for rising high school African American male freshmen. The Center also has a Teacher in Residence who serves as the minority teacher recruitment specialist.

Since the Center was created, the focus on minority teacher recruitment has been expanded to include minority representation in all Center programs that, where possible, reflect the student population of the school. Specific strategies for recruiting students of color have been developed and shared with instructors of the programs. Advertising for the job fair, EXPO, has specifically targeted publications such as *Black News* and *Multicultural Journal* to attract a diverse group of applicants. The Center has also worked closely with the various programs assisting selected military personnel affected by the drawdown to transition into the teaching profession. Traditionally, the percentage of African American males in the military has been higher than other careers.

The Center's partners in the Minority Teacher Recruitment Partnership, the MATE Program at Benedict College, and the South Carolina Program for the Recruitment and Retention of Minority Teachers at South Carolina State University have focused their minority teacher recruitment efforts on scholarships for college students and programs for instructional aides and technical college students. The Center supports the programs and services of the partnership members without duplicating efforts that are already being implemented.

Future plans to recruit teachers from under-represented populations include networking with community leaders and organizations. Specifically, the Center plans to 1) seek to increase minority representation for openings on the Task Force and 2) form a minority teacher recruitment committee that includes community and civic/service organization leaders as well as black church members. The Center will also strive to include more minority leaders on the Center's mailing lists for updates on teacher recruitment issues.

The critical issue of multiculturalism and cultural sensitivity continues to be a challenge for the Center. SCCTR's goal is to provide curriculum activities that will help develop future teachers as well as inservice teachers who are sensitive to differences in cultures. The Center staff will continue to search for methodology that will effectively communicate this goal.

Critical Subject Fields

Even though South Carolina contin-

ues to import approximately 45% of its teachers from other states, the state has not experienced an overall shortage of teachers. However, there are certain subject areas where critical shortages exist. Currently the critical need subject fields approved by the State Board of Education are mathematics, science, special education (all areas), foreign languages, industrial technology, and library science.

These shortages occur for many reasons — some within the control of the SCCTR and some which are not. First, many of the critical subject fields are in competition with other professions that generally pay higher salaries than teaching and have better work conditions than teaching. Furthermore, specialists like speech pathologists are now being highly recruited by hospitals, day care centers and nursing homes. Institutions other than public schools can offer more flexible work hours and better salaries. Second, many of the critical subject areas are perceived as more difficult, and, as a result, many students who have typically chosen teaching as a career have not chosen to major in these subject areas. Third, there are few higher education institutions offering degrees in the critical subject areas. Some programs are more expensive to operate because of such factors as required labs.

The Center has made a concerted effort to communicate supply and demand information to students participating in the Teacher Cadet Program. Every Teacher in Residence makes a presentation on supply and demand during one of the visits made to Teacher Cadet sites. In addition, the ProTeam and Teacher Cadet curriculum include activities that involve students in hands-on experiences with the critical subject fields. For example, the Teacher Cadet curriculum features an activity that asks each Cadet to assume a disability for a day — wear a blindfold or earplugs, read everything upside down, sit in a wheelchair. The Cadets come away from this activity with an incredible sense of what it's like to be physically challenged, and how teachers should treat students with special needs.

The 1993-94 Cadets were recently asked to indicate the grade level they selected to teach. The results reflect the efforts of the Center staff with 13% indicating plans to teach special education and another 33% indicating their plans to teach middle school or secondary education.

This past year, the SCCTR was asked to serve as one of 12 pilot sites for a national program entitled SAY (Science and Youth). The program was developed at the University of California with funding from a National Science Foundation grant. The Center agreed to participate in the program by incorporating SAY into the Teacher Cadet curriculum and field experiences. The goal of the program is to get more high school students interested in teaching science by giving them opportunities to teach hands-on science lessons to 9-14 year-olds. The SAY Program was piloted at one Teacher Cadet site, Dillon High School, during the 1993-94 school year. Six schools will participate in the pilot in 1994-95. The implementation of the SAY Program in South Carolina will be funded by an Eisenhower grant recently received by the Center.

Future Center plans include the adoption or development of programs

similar to SAY for other critical subject fields — especially mathematics and special education. The Center will use the experience from the implementation of the SAY Program as a model for addressing other critical subject fields.

In addition, the Center has already taken steps to inform policy makers of the need for a comprehensive teacher supply and demand study. The study is necessary to advise students of predicted future needs and to provide programs such as ones operated by the Center, the partnership members, and the MilCert Program, a benchmark to measure their effectiveness. This lack of a scientific method of collecting supply and demand makes predicting and determining the critical subject areas guess work at best. Staff members from the Center and the MilCert Program will host a focus group to discuss supply and demand with a representative group of personnel administrators at the fall 1994 School Personnel Administrators Conference in September.

Underserved Geographical Areas

The teacher recruitment needs of the state's 91 school districts vary greatly. Some districts are flooded with teaching applicants in all areas while other districts have high turnover rates and spend an inordinately large amount of money on recruiting. The geographical areas most in need of assistance with teacher recruitment are generally the smaller, more rural school districts with high turnover rates.

The difficulty in serving the school districts with the most need for assistance is that usually they do not have a person designated to handle personnel functions, or the person designated has many other areas of responsibility. During 1993-94, 80 out of 91 school districts used the services of the Job Bank. The Center's Job Bank was implemented in 1987-88 to address the need school districts expressed to Center staff for a centralized location for teaching applicants. This service addresses the immediate needs of school districts while programs such as ProTeam and Teacher Cadet are based on the "grow your own" philosophy and address their long-term teacher recruitment needs.

The Center has worked collaboratively with the South Carolina School Personnel Administrators and the State Department of Education for the past six years to offer a job fair, the South Carolina EXPO for Teacher Recruitment. The EXPO was originally created to assist small, rural school districts with their teacher recruitment needs. By holding a job fair in state, school district personnel were not forced to travel to job fairs in other states to recruit. One of the challenges still facing the SCCTR is encouraging rural school districts to participate in EXPO. Fewer than 50% of the state's 91 school district participated in the job fair held in June 1993. There are 17 school districts that have never participated in EXPO.

In one its first years of existence, the Center surveyed all rural school district superintendents about their teacher recruitment needs. The results of theses surveys were the springboard for determining the content of a conference held for rural school districts on teacher recruitment.

Beginning in 1994-95, the Center plans to refocus its efforts with rural school

districts by developing strategies to recruit rural school districts as future ProTeam sites. In addition, the Center plans to establish a team to work with rural school districts on strategies to recruit and retain teachers. Utilizing the services and expertise of a public relations firm, the Center will assist rural school districts in determining their selling points and developing materials to market themselves to prospective teachers.

Collaboration

The Center for Teacher Recruitment works cooperatively with a multitude of organizations, agencies, businesses, and policy makers to promote the teaching profession both on the state and national level. The founders of the Center for Teacher Recruitment had the wisdom to include a broad section of the education community in the development and governance of the Center. This group has been expanded further over the years the Center has been in existence to include representation from most of the organizations and agencies that deal with education, as well as the business community.

Since its creation, the Center has been asked to provide input to the State Department of Education, the State Board of Education, committees of the Legislature and other policy makers. In fact, Teacher Forum members are now asked to serve on all legislative committees that require teacher representation. Members of the Center staff have written and published articles that promote the teaching profession in numerous state and national journals. Frequently, the media call for information and opinions and SCCTR staff members are often quoted in news articles.

Presentations at state and national conferences have also provided opportunities to promote the teaching profession. During the 1993-94 school year, the Center worked collaboratively to submit grant applications with the South Carolina Program for the Recruitment and Retention of Minority Teachers, the MATE Program and Big Brothers/Big Sisters, Recruiting New Teachers, Inc., the Council of Great City School Districts and the Council of Great City Schools of Education, and the 4-H SERIES Project. The Eisenhower grant the Center received will provide opportunities for the Center to work collaboratively with the state 4-H organization and local 4-H county agents.

The state teacher of the year receives a sabbatical the year he/she holds that title to work at the Center as an ambassador for the teaching profession. With the time afforded by the sabbatical, the state teacher of the year is able to develop and articulate a platform on an issue that affects the teaching profession. This past year, Dodie Magill launched a public awareness campaign on the need to have full-day five-year-old kindergartens and to reduce the class size of kindergarten classes. The state teacher of the year has a highly visible role and is often asked to speak to various education and civic groups about issues that promote the teaching profession.

SCCTR's Director Janice Poda has chaired or served on a number of statewide committees that promote the teaching profession. In addition, Dr. Poda is a member of various organizations where she is able to promote the teaching profession.

The Center staff are frequently asked to provide training to other states which are replicating the programs sponsored by SCCTR and serve as consultants to other states who are contemplating implementing teacher recruitment programs. During 1993-94, the Center staff provided services to schools, school districts, or statewide collaboratives in North Carolina, Virginia, Maryland, Georgia, Arkansas, Colorado, California, and Texas.

The Center has the largest collaborative program between higher education and K-12 in the state. Currently, twenty-three (82%) schools of education are partnered with 120 Teacher Cadet sites. Seventy percent of the high schools in the state are now offering the Teacher Cadet Program. In addition, linkages between Teacher Cadet and ProTeam sites have been established.

In order to strengthen the collaborative efforts already in place, the Center plans to implement an e-mail system for use by the Teachers in Residence, the SCCTR staff, and anyone else in the network that has computer capabilities. Using the premise that everyone has a telephone, the Center also plans to implement a voice mail system that will allow users to send one message to a number of people at one time or send/receive individual messages. Strengthening the communication system will help strengthen the programs and services of the Center and help us better fulfill our mission.

1994-95 Goals

I. Communication

a. Provide teachers and college partners additional opportunities for involvement, ownership, and networking in all SCCTR programs

b. Establish an e-mail network for all Teachers in Residence and the SCCTR staff

c. Establish a voice mail network for all teachers, college partners, Policy Board/ Task Force members, Teachers in Residence, and SCCTR staff

d. Expand the opportunities for teachers in the SCCTR network to make presentations and serve as trainers

e. Develop a computerized Job Bank accessible to Job Bank clients through Internet

f. Provide additional forms of recognition for students and teachers involved in SCCTR programs

II. Under-represented Teaching Areas

a. Implement the SAY (Science and Youth) Program in six pilot sites

b. Communicate the need for a *Supply and Demand* study and work to ensure that an ongoing study is conducted

c. Serve as a clearinghouse for statistics on the teaching profession in South Carolina

d. Increase the liaison with community leaders and organizations to assist with minority teacher recruitment

1) Seek to increase minority representation for openings on the South Carolina Educator Recruitment Task Force

2) Form a minority teacher recruitment committee which would include community and civic/service organization leaders as well as black church members

3) Include more minority leaders on the Center's mailing lists for updates on teacher recruitment issues

e. Provide curriculum activities that will help develop future teachers as well as inservice teachers who are sensitive to differences in cultures

f. Strive for equitable minority representation in all SCCTR programs

g. Develop strategies to recruit rural middle schools as future ProTeam sites

h. Establish a team to work with rural school districts on marketing and

recruiting and retaining teachers

i. Contract with a public relations firm to develop a marketing program for rural school districts

III. Quality Assurance

a. Make better use of the curriculum and related materials in all programs

b. Provide sessions at the Mega Conference on different aspects of the curriculum

c. Develop parental involvement activities to accompany the ProTeam curriculum

d. Provide ProTeam and Teacher Cadet teachers with information on service learning and strategies for implementing service components in their classes

e. Develop and implement a mentoring program for first year ProTeam and Teacher Cadet teachers

f. Develop a checklist for Teachers in Residence to use when they make site visits to ensure that all necessary components have been addressed

g. Develop a holistic rating system for use by the Teachers in Residence when completing site reports

h. Investigate the possibility of developing and piloting an authentic assessment of the achievement of the students participating in the Teacher Cadet Program

i. Contact Educational Testing Service for additional information on the possibility of gaining Advanced Placement (AP) status for the Teacher Cadet Program

j. Implement regional conferences for Teacher Cadets

IV. Marketing

a. Develop a promotional video for the Teacher Forum

b. Revise or create a new promotional video for the Teacher Cadet Program

c. Develop/revise print materials for all programs including the Center flipcharts

d. Develop a poster and other print materials to distribute to all schools in South Carolina explaining SCCTR programs and services

e. Increase awareness of the ProTeam Program

f. Continue to market former Teacher Cadets who are seeking teaching positions

g. Maintain database of former Teacher Cadets and ProTeam students

h. Assist ProTeam students and Teacher Cadets in finding appropriate summer employment that would expand their experiences working in teaching-like settings

i. Market scholarship funds that are available for students seeking careers in teaching

Background

Structure

South Carolina is a national leader in the movement to improve public education. As evidence of the state's commitment to its 646,985 public school students, the General Assembly and taxpayers of South Carolina have invested nearly 2.3 billion since 1985 in one of the most highly regarded school reform efforts in the nation — the Education Improvement Act.

In 1989 the General Assembly passed a new package of school improvement programs – "Target 2000" – which represents an ambitious effort to move beyond the basic gains of the EIA toward a time when South Carolina's educators at the local level have a great deal to say about the way teaching and learning will take place in their individual schools.

The most recent sweeping reform was passed in the spring of 1993 — the Early Childhood Development and Academic Assistance Act. The Act provides an emphasis on early childhood development and academic assistance for students in the early grades. Shifting $95 million in state funding toward kindergarten through 3rd grade, the Act also requires a coordinated plan for 3 and 4 year olds and a parenting education/family literacy program, as well.

In order to benefit fully from these investments, South Carolina must have an adequate pool of quality teachers available to staff its public school classrooms. Based on the premise that true reform begins in the classroom, the South Carolina Center for Teacher Recruitment is an aggressive effort by the General Assembly, the state's public and private colleges and universities and the state public school system to recruit a new generation of academically able classroom teachers.

In 1993-94 the South Carolina Educator Recruitment Task Force, which oversees the Center, included representatives from 26 colleges and universities, state education agencies, professional education associations, the Legislature and private businesses and industry. Changes in the by-laws in 1991 now allow the Task Force to elect a Policy Board of 15 members to direct the Center's activities. Five legislators, a representative from the governor's office, and a representative from the Commission on Higher Education serve as *ex-officio* members of this Policy Board.

By mutual agreement of the Task Force members, the Center is housed at Winthrop University which provides financial services and fiscal accountability for the Center. The Center's financial records are audited by the same procedures used by Winthrop University and authorized by the state of South Carolina. All purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

The Center is not a Winthrop program in the sense that the university does not set its policies or approve its program budget. The Center reports annually to the state Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of the Center and two other programs which receive teacher recruitment funds for minority teacher recruitment — Benedict College and South Carolina State College. Under the Commission's leadership, these three organizations have formed the South Carolina Minority Teacher Recruitment Partnership to pursue their joint goals.

Provisos in the General Appropriations Act give program and budget review authority over the Center (and other EIA programs) to the Commission on Higher Education. Budget review authority is also given to the General Assembly's Select Committee on the Education Improvement Act.

History

In 1984, following the passage of the Education Improvement Act, a group of state leaders concerned about the condition of South Carolina's teacher supply pool organized an Educator Recruitment Task Force to study the problem. The Task Force decided that funds were needed to support a teacher recruitment effort that would complement the school improvements called for in the EIA.

At the urging of Task Force members and with support from concerned members of the House and Senate, the Legislature earmarked $236,000 for teacher recruitment projects in the 1985-86 fiscal year. The S.C. Commission on Higher Education received the funds and invited higher education institutions and others to submit proposals.

The Task Force submitted a successful proposal to use the $236,000 to begin a centralized teacher recruitment effort, to be known as the South Carolina Center for Teacher Recruitment. The Task Force accepted an invitation to house the Center at then Winthrop College, with the understanding that the Center would serve the entire state. (Winthrop continues to provide fiscal and personnel services to the Center.)

The Center became fully operational in February of 1986 when John Norton was named the first director. During the 1985-86 legislative session, the South Carolina General Assembly established a regular appropriation for the Center for Teacher Recruitment, using funds generated from the EIA sales tax. The appropriations are channeled through the Commission on Higher Education to SCCTR's fiscal agent, Winthrop University. Janice Poda was named the Center's second director in May 1990.

Budget

In FY 1986-87, the Center received a line item appropriation of $260,000. A budget proviso earmarked $24,000 of this sum for research at Benedict College into recruitment strategies that might increase the supply of minority students in rural school systems.

In FY 1987-88, the Center's line item appropriation increased to $540,000. Of this amount, the Center received $360,000

for its own operations — a $124,000 increase over '86-'87. The additional funds allowed for the expansion of the Teacher Cadet Program, the addition of a second teacher in residence position and expansion of the Center's Teacher Job Bank. A budget proviso directed the Center to distribute the additional $180,000 in its line item evenly between Benedict College ($90,000) and South Carolina State College ($90,000) "... to be used by both colleges only for minority teacher recruitment programs."

For FY 1988-89, the Center received operational funds from the Education Improvement Act in the amount of $370,000 — a $10,000 increase over 1987-88. The additional funds covered cost-of-living increases for employees and provided a small fund to increase Teacher Cadet sites. By reducing expenses and cutting back in program areas that had proved less productive, the Center was able to add 20 new Teacher Cadet sites for the 1988-89 school year for a total of 74 high schools served at 70 sites.

A proviso in the 1988-89 budget act authorized the S. C. Commission on Higher Education to distribute to Benedict and South Carolina State colleges the $180,000 in minority teacher recruitment funds contained in the Center's line item. Several efforts to move these funds into a separate line item have been unsuccessful, but it is important to note that the Center does not receive or distribute these funds, although they do appear in the Center's line item in the state budget.

In the 1989-90 fiscal year, the Center received an increase of about $150,000 in its operating budget, bringing the total to $520,896. The Center invested these funds in an expansion of the Teacher Cadet Program and added a staff coordinator for the statewide program. SCCTR began pilot programs in three areas: minority teacher recruitment for middle school students (ProTeam), minority college counseling (College HelpLine) and national recruiting (Job Bank). The Center also undertook sponsorship of the Summer Teaching Careers Institute for rising high school seniors.

The budget for the 1990-91 fiscal year was increased to $753,396 which allowed the Center to double the size of the ProTeam Program, bringing the total sites to forty-four. An additional teacher in residence was added to work with the program. On-going interest in the Teacher Cadet Program expanded the program to 113 high schools, an increase of thirteen additional sites. The minority college counseling program, College HelpLine, was enhanced by adding a teacher in residence with this program as his/her primary responsibility. Two new clerical support staff members were added to assist with the expansion of the Center's programs.

An increase of $133,000 brought the budget for the Center for 1991-92 to a total of $886,396. This increase in funding allowed the Center to offer a residency to the South Carolina Teacher of the Year for him or her to be able to carry out the duties inherent with the title and to support the teacher recruitment efforts of SCCTR. The increase was also used to add eight additional Teacher Cadet sites for a total of 121, and to increase the number of ProTeam sites from 44 to 54 middle schools. In addition, the Center started a new initiative

for black males, the Crossroads Summer Institute.

The budget for the 1992-93 fiscal year remained at $886,396. The effects of the recession and Hurricane Hugo continued to plague the state budget. With frugal steps, the Center made minimal expansion in the Cadet and ProTeam programs.

Continued level funding of $886,396 was the appropriation for SCCTR for the 1993-94 fiscal year. Another tight budget year caused the Center, as well as other education agencies, to look for creative methods to fulfill its mission. With cut-backs in advertising and a realignment of the service delivery model to Teacher Cadet and ProTeam sites and local Teacher Forums, the Center was able to increase the Cadet sites to 130. The ProTeam sites were cut back to 41 for the 1993-94 school year.

An increase in appropriations of $31,000 brings the Center's budget to a total of $917,736 for the 1994-95 fiscal year. The Center is using the increase in funds to pay mandatory state employees and teachers in residence pay raises. In addition, the Center will use the remaining increase to expand the number of Teacher Cadet sites to 145.

The Decision to Teach: When Did New Teachers Make the Choice?

The Need for the Center

While South Carolina has not yet experienced a general teacher shortage, our state is experiencing shortages in a number of specific areas:

Rural - Rural schools continue to have difficulty locating an adequate supply of teachers in many disciplines. As a result, rural school administrators are often forced to hire individuals of poor or mediocre quality, or they are forced to ask teachers to teach out-of-field. In a 1987 Center survey of rural superintendents, about half of those responding ranked the pool of candidates available for hiring as "poor" in at least one certification area. While the rural teacher supply has shown signs of improving as more young teachers are attracted from out-of-state, rural schools continue to suffer high turnover which weakens the stability of the system. A sustained, long-term effort supported by SCCTR is necessary in order for such districts to "grow" more of their own teachers.

Minority - In 1974, 30.5 percent of the state's public school teachers were black, while 38 percent of the student body was black. By 1993, the percentage of black students rose to almost 42 percent, while the share of minority teachers dropped to slightly more than 17 percent. Nationally the picture is very similar — minority representation among teachers has declined from 13% in 1970 to less than 10% today.

This drastic decline in minority teachers means fewer black role models for *all* young students and less input into education policy from the black community. On a positive note, 1991-92 was the first year since 1987-88 that there was an

increase in the percentage of minority teachers entering the teaching profession in South Carolina. There was another increase in 1992-93.

One of the challenges facing South Carolina as well as the nation is getting African-American students in the teacher recruitment pipeline. Nationally, in 1977, African-Americans were 42% more likely than whites to major in education. By 1987, they were 19% less likely than whites to major in education (National Center for Education Statistics, 1990). In addition, while people of color make up 25% of the college-age population, only 17% are actually enrolled in college.

Graduates Receiving Bachelor's Degrees in Education from SC Colleges/ Universities

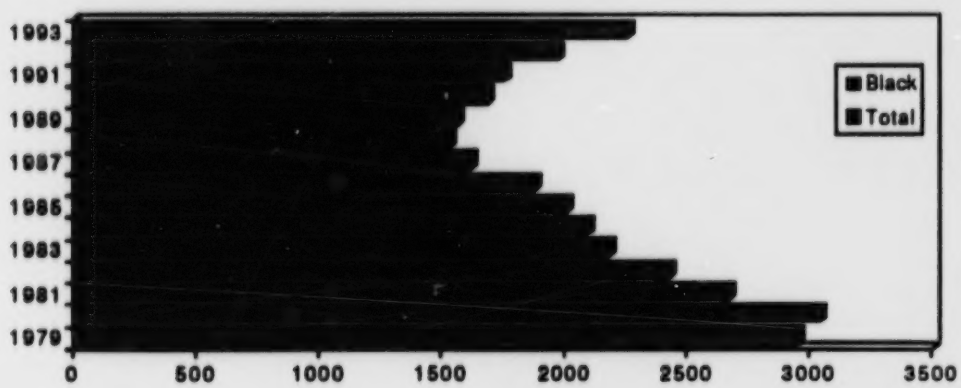
Year	Total	Black	% Black
1986-87	1424	187	13
1987-88	1358	169	12
1988-89	1433	132	9
1989-90	1532	155	10
1990-91	1596	157	10
1991-92	1779	194	11
1992-93	2004	257	13

Male - Across the United States in 1993, 28 percent of public school teachers were male. In South Carolina, 17 percent were male. Of the 257 minorities who graduated with degrees in education in 1992-93, 54 were black males. This is almost a 100% increase from 1991-92 (28 black males graduated that year). Feelings are mixed among educators on the need for a more visible male presence in the public schools at the instructional level; however, most educators agree that a need exists.

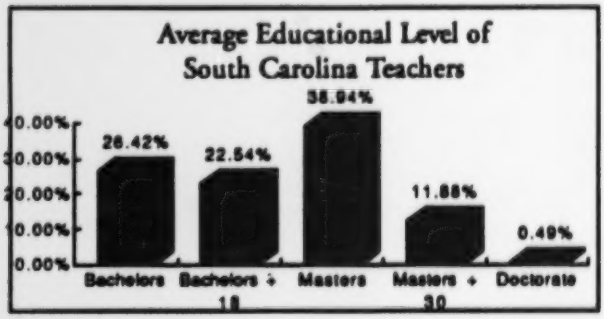
Specialty Areas - South Carolina has significant shortages in a number of certification areas including speech clinicians, all areas of special education, foreign languages, mathematics, chemistry, physics, industrial technology and library sciences. These shortages, have been declared "critical" by the State Board of Education.

Overall Quality - Teaching's low esteem among college students has resulted in a shrinking pool of teacher candidates and consequent decreases in the overall qualifications of individuals choosing to pursue a teaching career. Nationally, between 1966 and 1985, for example,

SC Education Graduates: 1979-1993



there was a 71 percent decline in the proportion of freshmen planning to pursue elementary or secondary teaching careers. While efforts like the Education Improvement Act and programs of the Center are beginning to attract more young people and adults into teaching, there is evidence to suggest that the pool of individuals from which our teacher trainees are drawn still contains many students who are weak academically. Despite a significant increase of nearly 70 points in the average SAT score of entering teacher education majors, the average in 1992 was still only 808 – twenty-three points below the average for all South Carolina students.



Since the South Carolina Center for Teacher Recruitment was established in 1986, the states of Florida, Oklahoma, Georgia, Virginia, Maryland and North Carolina have created similar programs. Most other states in the Southeast now have plans underway to establish teacher recruitment programs, increasing the need for South Carolina to take aggressive action to remain competitive in the teacher recruitment field.

Independent Evaluation

The South Carolina Center for Teacher Recruitment is monitored and evaluated for effectiveness each year by the South Carolina Commission on Higher Education. The Center's largest investments, the Teacher Cadet Program and ProTeam Middle School Program, are thoroughly evaluated each year by the South Carolina Educational Policy Center (SCEPC) at the University of South Carolina. The studies include longitudinal studies of former Cadets who are now teaching. Annual evaluation reports are available to interested persons. The minority college counseling program, College HelpLine, is now the subject of on-going evaluations by the SCEPC on an every other year basis. In addition, the Center as a whole was evaluated by an out-of-state consultant, Dr. Robert Shoenberg, during May of 1993. Dr. Russell French of the University of Tennessee evaluated the Center and its programs during the spring of 1991. Other SCCTR programs are evaluated for effectiveness from time to time by consultants and/or staff.

How the Center Addresses Teacher Supply Needs

With the aid of its own research and the research of state and national scholars, and with direction from its Policy Board, the Center has developed a series of programs aimed at addressing the problems of rural supply, minority supply, male supply, specialty area shortages and the problem of pool quality. These programs include the following:

(1) Minority Recruitment
(2) ProTeam Middle School Program
(3) Crossroads Summer Institute
(4) Summer Teaching Careers Institute
(5) Teacher Cadet Program
(6) College Partnerships
(7) College HelpLine

(8) The South Carolina Teacher Forum
(9) Teacher Job Bank
(10) SC EXPO for Teacher Recruitment
(11) Advertising and Marketing
(12) *CenterPoint.*
(13) Teachers in Residence

Each of these programs is discussed in the pages that follow. While this annual report concentrates on the accomplishments of the Center during its eighth full year of operation (FY 1993-94), the narrative will include some discussion about plans for the 1994-95 fiscal year.

1994-95 South Carolina Teacher Salaries

Teacher salaries in South Carolina are based on a minimum salary schedule established by the state annually. School districts must pay the minimum salary mandated by the state using two criteria: 1) years of experience and 2) education. Education is divided into five categories: bachelor's degree; bachelor's degree and 18 graduate hours; master's degree; master's degree and 30 graduate hours; and doctor's degree.

The figures shown here are the minimum salary at various points on the salary schedule for the 1994-95 school year. Most districts pay more than these minimums. These estimates are based on 190-day teaching contracts.

Years of Experience:	None	17 Years
Bachelor's	$19,837	$29,001
Bach + 18	$20,730	$29,983
Master's	$22,713	$32,830
MA + 30	$24,697	$34,813
Doctorate	$26,681	$40,169

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Program Evaluation Plan

Teacher Cadet

The Teacher Cadet Program (TCP) Study for 1994-95 will include the following:

• Survey of 1994-95 TCP Classes

All students who participate at each of the 143 TCP sites in 1994-95 will be administered a pre and post survey. The pre-survey will collect name, school, social security number, gender, ethnic origin and career choice data only. The post-survey will collect career choice, subject/grade level if planning to teach, SAT scores, college choice (using SAT college codes) and whether the Cadet was in ProTeam.

• Survey of Teacher Cadet Teachers

All Teacher Cadet teachers will be surveyed at the end of the Teacher Cadet Program. The survey instrument will be reviewed by the SCCTR staff in collaboration with the SC Educational Policy Center to ensure the instrument is as brief as possible without compromising the data content.

• Survey of College Partners

All deans and faculty members who are involved in the College Partnership component of the Teacher Cadet Program during 1994-95 will be surveyed at the end of the school year. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• Interview with Former Cadets

At college campuses around the state (e.g., Winthrop, University of South Carolina, Francis Marion, Clemson, or College of Charleston), focus group interviews will be conducted in order to interview former Cadets who are currently attending college. The protocol for the focus groups used in past studies will be revised in collaboration with the SCCTR staff and the SC Educational Policy Center.

• Survey of Former Cadets Who Are Currently Teachers

The SCCTR will update the list of identified former Cadets who have received teacher certification in South Carolina. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Education Policy Center. In addition, telephone interviews, focus groups and/or case studies will be conducted on former Cadets who are now teaching. Additional attempts will be made to analyze the college and career paths pursued by the former Teacher Cadets.

ProTeam

The ProTeam Study for 1994-95 will include the following:

• Survey of 1994-95 ProTeam Classes

All students who participate in the ProTeam Program during the 1994-95 school year will be administered a pre- and

post- survey. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• Survey of ProTeam Teachers

All ProTeam teachers will be surveyed at the end of the 1994-95 school year. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• Interview with Current ProTeam Students

At eight to ten schools, five students will be randomly selected for interviewing. The eight to ten sites will be selected in such a way that they will represent a cross section of old and new programs, programs of different lengths (semester and year long) and different geographical settings (urban, suburban, and rural). The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• Interview with ProTeam Teachers

The ProTeam teachers in the eight to ten sites selected above will also be interviewed. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• Interview with Administrators

The administrators in the eight to ten sites selected above will also be interviewed. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

College HelpLine

The College HelpLine Program will be studied on an every other year basis. A study of the College HelpLine Program was conducted in 1992-93. A two-year cycle for studying the College HelpLine Program was established in 1992-93; however, in order to coordinate the review cycle with the College HelpLine Specialist's residency program, the next study will be conducted in 1995-96.

Job Bank

The Job Bank will be evaluated for effectiveness during 1994-95 by an independent consultant.

External Evaluation

An External Evaluation of all programs and operations of SCCTR will be conducted every three years. A study was conducted in 1992-93; therefore, the next external evaluation will be conducted in 1995-96.

Recommendations From External Evaluation

Conducted by Dr. Robert Shoenberg - May 1993

The Center as a whole was evaluated by an out-of-state consultant, Dr. Robert Shoenberg, during May of 1993. Dr. Russell French of the University of Tennessee evaluated the Center and its programs during the spring of 1991. At the recommendation of its oversight agency, the Commission on Higher Education, the Center staff developed a list of possible external evaluators and presented the list to the Policy Board for approval. The Policy Board rank ordered the list, and Dr. Shoenberg was awarded the contract for the external evaluation.

The External Evaluation for 1992-93 covered all programs and operations of SCCTR and included the following elements:

- Determination of program effectiveness and diversity.
- Determination of program efficiency.
- Determination of program needs.
- Determination of whether there is program duplication between the Center and the other two institutions of higher education currently dealing with teacher recruitment.

Two data collection methods were used to conduct the study. First, the investigator read all available documents on the programs sponsored by the Center including previous annual reports. Second, the investigator spent three and one-half days in South Carolina conducting interviews.

The Center staff received a preliminary report from Dr. Shoenberg in the summer of 1993. A committee composed of members of the Policy Board worked in collaboration with the Center staff to develop a response to Dr. Shoenberg's recommendations.

Recommendation 1: SCCTR should develop a statement defining its vision of itself in five years.

Recommendation 2: The Policy Board should take the lead in developing the vision statement referred to in Recommendation 1. It should also be more active in the priority setting process.

Recommendation 3: The Center should increase its activity in pursuing non-state sources of funding for new programs.

Recommendation 4: The Center

should give special attention for the next couple of years to strengthening relationships with colleges and universities.

Recommendation 5: SCCTR should use its experience with the curriculum and instructional strategies of the Teacher Cadet Program to develop activities that will improve pre-service teacher education.

Recommendation 6: The established programs of the Center should have comprehensive evaluations no more often than every second year. Evaluations of particular aspects of the programs should be conducted in the intervening years only to the extent that they will provide useful management data. Every third year is sufficient for evaluation of the SCCTR as a whole.

Minority Teacher Recruitment

Mission: The purpose of the minority recruitment efforts at the South Carolina Center for Teacher Recruitment is to address the continuing decline of minority students entering college and choosing teaching as a career.

Numerous reports have documented the problems faced by public education in the State of South Carolina and nationally. Among these findings are 1) an acute shortage of minority teachers; 2) the disappearing African American male teacher; 3) the declining number of academically talented students electing to pursue degrees in teacher education; 4) the rising number of non-traditional students with special needs, expressing an interest in becoming a teacher, provided that programs are accessible and 5) the increasing number of minorities committed to becoming teachers but unable to meet all entry, retention, exit and certification requirements without academic intervention.

The need for teachers of color has already reached crisis proportions: their representation among teachers has declined from 13% nationally in 1970 to less than 10% today. Indeed, if current trends continue, minorities will comprise more than one third of K-12 school enrollments nationally but only 5% of teachers by the end of this decade. As the nation's classrooms become increasingly multicultural and multi-ethnic in makeup, teachers of color are vitally needed to serve as academic leaders, cultural translators, community resources and role models for students of all ethnic and racial backgrounds.

Minority teacher supply coupled with changing demographics paint a distressful picture for public school children. According to a recent survey on "Strengthening the Relationship between Teachers and Students" conducted by (AACTE) American Association of Colleges for Teacher Education, 41 percent of the minority teachers polled said they were likely to leave teaching, as opposed to 25 percent of the non-minority teachers.

A second survey, conducted by Metropolitan Life, reports that 20 percent of teachers who liked their jobs were likely to switch jobs. Mary Hatwood Futrell, former National Education Association (NEA) president, points out in an article entitled "The Exodus of Black Teachers" that by the year 2020, black Americans will make up 35 percent of the students in our public schools while only nine percent of the K-12 teaching force in the United States will be black Americans. Our nation's Hispanic

population on the mainland will expand from 11% to 14%, the Asian population will expand from 1.5% to 5% and the Native American population will double to 1%.

Minorities continue to be underrepresented among degree recipients compared to their enrollment levels in higher education. Of those minority students who do acquire a post-secondary education, fewer are choosing teaching as a career than in the past. According to The Conditions of Education, 1989, the historically black colleges lost 40% of their teacher education enrollment from 1977 to 1986. Nationally, only 6,000 new black teachers are entering the teaching profession each year. College freshmen interested in teaching has declined for both minority and white students. Among white freshmen, the percentage interested in teaching careers has declined by over one-half (from 21.4 percent in 1966 to 9.5 percent in 1988). Among minority freshmen, the percentage interested in teaching has declined by over three-quarters (from 20.6 percent in 1966 to 4.9 percent in 1988).

The significant decline in interest in teaching among minority freshmen is due in part to the increase in their career opportunities as a result of the civil rights movement. According to Gort (1989), a complex set of factors deters blacks from pursuing education as a career. As with academically and financially able female students, minorities are attracted to more lucrative careers in other fields; teacher qualifying examinations attempt to impose higher standards of educational proficiency without addressing the root causes of educational deficiencies and financial aid cutbacks (or the perception of cutbacks) have had a chilling effect on the number of black students aspiring to become teachers.

South Carolina

In South Carolina, we are experiencing a steady decline in the number of minority teachers employed by the state's school districts. Since 1975, the percentage of black teachers in the total teaching population has dropped from 31% to slightly more than 17%. Put another way, South Carolina has lost about forty percent of its black teachers since 1975.

This steady decline in the percentage of minority teachers prompted the State of South Carolina to pass legislation in 1984 specifically enacted to increase the pool of minority teachers in the state. The result has been a gradual increase in the number of graduates from South Carolina colleges receiving Bachelor's degrees in Education and entering the teaching profession (see chart below).

While the State of South Carolina has experienced some increase in the number of students graduating from its colleges with degrees in teacher education, the number of

Graduates Receiving Bachelor's Degrees in Education from SC Colleges/Universities

Year	Total	Black	% Black
1986-87	1424	187	13
1987-88	1358	169	12
1988-89	1433	132	9
1989-90	1532	155	10
1990-91	1596	157	10
1991-92	1779	194	11
1992-93	2004	257	13

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minorities entering the profession still presents a dismal picture. The table on the previous page shows that a little over 2% of the state's 1992-93 teacher education graduates were black males and a little over 10% were black females.

Teacher Cadet

In 1985 a group of state leaders concerned about the condition of South Carolina's teacher supply pool organized an Educator Recruitment Task Force to study the problem. At the urging of Task Force members and with support from concerned members of the House and Senate, the Legislature earmarked funds for teacher recruitment projects. The project developed into a centralized teacher recruitment effort known as the South Carolina Center for Teacher Recruitment. The South Carolina Center for Teacher Recruitment began offering a year-long high school course in education (the Teacher Cadet Program) for talented high school juniors and seniors to abate the decline in our minority teacher population.

Between 1986 and 1988, minority enrollment in the Cadet program hovered between 30 and 33 percent. A small decline in minority participation in 1988 prompted the Center staff to examine carefully Cadet enrollment by race at each participating high school in relation to the school's total minority enrollment. Schools with abnormally low minority Cadet enrollments received special letters from the Center raising this concern, and an article on aggressive minority recruiting was included in CadetNet, the SCCTR newsletter distributed to all teachers in the program. In 1993-94, the Center staff developed guidelines for increasing the minority and male enrollment in the Teacher Cadet Program and shared them with the Teacher Cadet teachers. In a further effort to address this issue, the SCCTR staff set high minority enrollment as its first priority for new Teacher Cadet sites. Although the very successful Teacher Cadet program has served hundreds of minority youth, many bright students have written teaching off long before their junior or senior year of high school. In 1993-94, the percentage of minority students in the Teacher Cadet Program was 28%.

The SCCTR experience with minority students in the Teacher Cadet Program reveals two facts: first, by the senior year in high school, many minority youngsters have already completely dismissed teaching as a career option; second, many minority students who might be interested in teaching are not in a college track in high school and do not qualify for the Teacher Cadet Program. Clearly, SCCTR needed an additional minority recruitment program that reached students earlier than the junior and senior years in high school. As described below, SCCTR developed the ProTeam Middle School Program to address this need.

ProTeam Program

During 1989-90, with seed money provided through a grant from the Edna McConnell Clark Foundation of New York, the Center launched ProTeam, a middle school minority recruitment program. A curriculum, *DreamQuest: The ProTeam Experience*, developed by Ken Bowers, Jackie Stanley, John Norton and the SCCTR staff, was designed to interest minority adolescents in college and teaching. The curriculum provides specific focus

in four strand areas: self-esteem development, working in groups, helping others and dreaming/goal setting about college and a professional educational career. This program recognizes that many capable minority students give up on college before they ever begin the ninth grade because of a lack of support at home or in school. Twenty-two pilot sites with high minority populations were targeted in the pilot group.

Generous support by the South Carolina Legislature allowed ProTeam to double in size to 44 sites during the 1990-91 school year. Continued support saw a climb in school participation to 53 sites during the 1991-92 school year. In 1992-93, the number of ProTeam sites remained relatively the same with 55 sites. In 1993-94, the SCCTR implemented new program implementation requirements that mandated that the ProTeam course be offered either as a semester or year-long course. Forty-one schools participated in the ProTeam Program in 1993-94. Schools can offer ProTeam as an eighteen week or year-long course with an accompanying club. A club activities handbook was designed to allow for year-long student involvement and could conceivably span a two-year cycle.

A major component of the ProTeam Program is a parent seminar component. The seminar includes information for parents to utilize in promoting continued success of the students, high school requirements for college bound students, selecting and financing higher education and teaching as a career choice or as a part of a professional career plan. Parent activities will be written and incorporated throughout the ProTeam curriculum and shared with the ProTeam teachers during the 1994-95 school year.

College HelpLine

SCCTR has uncovered another "fact" in its eight years of work with the Teacher Cadet Program. Many students with an interest in attending college do not receive the necessary advice and support needed to actually enroll in higher education. This support is especially needed by minority, first generation college bound, and low-income students, who are least likely to receive help from guidance counselors, parents or college admissions offices. In response to this problem, SCCTR sought funds in the 1989-90 fiscal year budget that would allow the Center to provide one-on-one support and advocacy for minority students in the Teacher Cadet Program, as well as other referrals. We call this program "College HelpLine."

College HelpLine personnel worked with approximately 100 referrals in 1990-91. The number of students doubled to 200 served in 1991-92. In 1991-92, SCCTR began arranging visits for students to college campuses by providing small stipends to Teacher Cadet teachers and other volunteers. The number of students reached through the College HelpLine exceeded 400 in 1992-93 with almost half of the students served being minority. Again in 1993-94, 428 students were served. More clients outside the Teacher Cadet Program were reached, and almost half of the clients were minorities.

Minority Recruitment Partnership

The Center continues to work coop-

eratively with Benedict College and South Carolina State University in their minority recruitment efforts. The Minority Recruitment Partnership expanded its collaborative efforts by utilizing facilities and expertise of all partnership members:

- Dr. Mary E. Cheeseboro, director for the South Carolina Program for the Recruitment and Retention of Minority Teachers, located at South Carolina State University, presented a workshop on multiculturalism at SCCTR's annual Teacher Cadet Student Delegate Conference.

- The South Carolina State program provided for the opportunity for involvement of all partners in the content of the *Minority Teacher Recruitment* Newsletter

- Members of the MATE Program's Summer Residency Program, sponsored by Benedict College, shared their skills and knowledge gained during their three-week program through an entertaining presentation for the South Carolina Teacher EXPO Job Fair

Other Activities

Diversity Symposium: In September 1993, the SCCTR along with the South Carolina Association of School Personnel Administrators, the South Carolina School Boards Association and the South Carolina Alliance of Black School Educators sponsored a day-long workshop on diversifying the teacher workforce. A handbook entitled *Increasing the Diversity of Your Teacher Workforce* was prepared as a tool to assist administrators, school board members and community representatives as they explore together the dilemmas associated with diversifying the teacher workforce. John Norton, former SCCTR Director and now Vice President for Information at the Atlanta-based Southern Regional Education Board, served as editor and lead writer for the project.

Urban League: In the spring of 1994, the Center's Minority Teacher Recruitment Specialist, Cleo Richardson, and other SCCTR staff met with Mr. J.T. McLawhorne, Director of the South Carolina Urban League. The purpose of the meeting was to learn more about the activities of the Urban League and to make the Urban League staff aware of the Center for Teacher Recruitment and our mission.

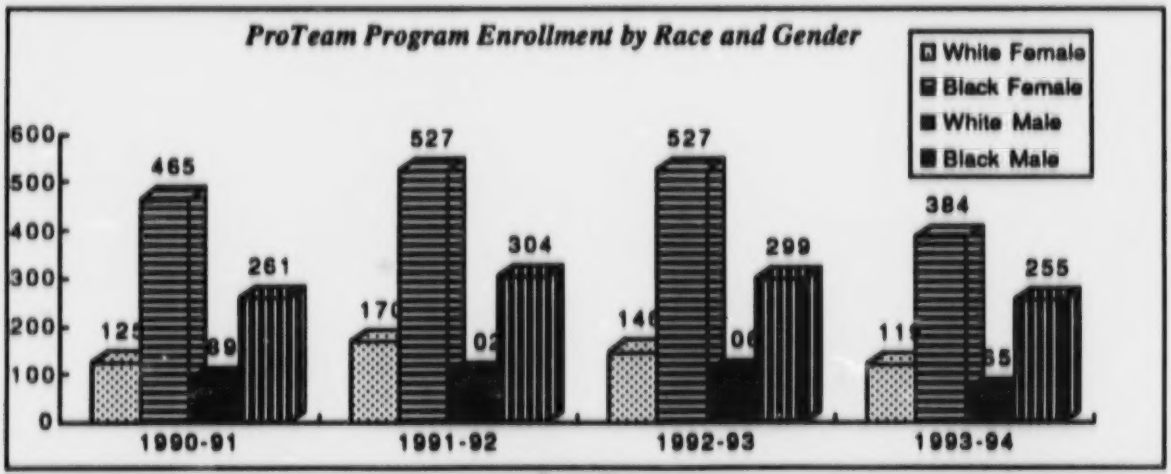
The Center staff will continue to network with other minority organizations in an effort to get our message to the young people of color that there is a great need for minority teachers.

ProTeam Program

Mission: The mission of ProTeam, the Center's middle level recruitment program is 1) to make students who exhibit the potential for success aware of the skills needed to complete college and consider education as a viable career option and 2) to expand the pool of minority and male teachers available to the public schools of South Carolina.

The Center's ProTeam Middle School Program is designed to be part of a continual process offering guidance and support to prospective teacher education candidates. ProTeam is offered at the beginning of the SCCTR continuum of teacher recruitment programs and activities and serves as a "seed planting" mechanism to interest young people in the teaching profession before they are "turned off" to the possibility of a career in education. The Center has made major financial and manpower commitments to the development of the ProTeam Program which is offered to seventh and eighth grade students who have demonstrated academic and social potential to be successful in a high school college bound track and eventually in a college professional training program.

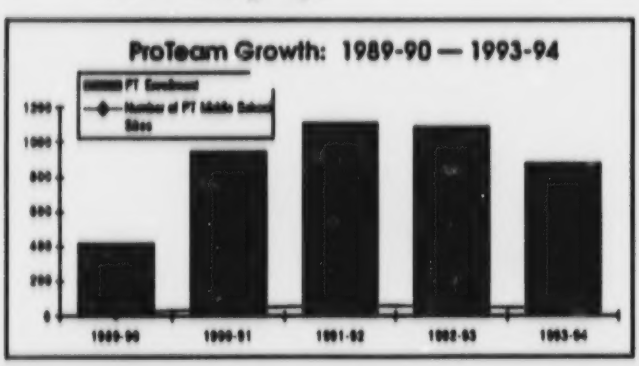
The program exposes students to class activities which build self-awareness and confidence, group and team work skills, the nature of helping one's self and others, and the validity of setting a goal and devising a plan to achieve that goal. Throughout the curriculum, students are



exposed to the art and craft of teaching and close inspection of the role of teachers in the teaching/learning process. The overall emphasis in the curriculum is to help students develop goals and a personal vision for the future.

The Center provides grants of up to $750 per site to support the program. This grant provides support for the class and for teacher training materials. Each semester-long class received a $125 grant to purchase supplies and supplementary curriculum materials, provide additional activities, etc. Year-long classes received a $250 grant beginning in 1993-94. Approximately $500 is set aside for each site to cover training and materials costs incurred by the Center.

During the 1993-94 academic year, 41 middle/junior high schools in 36 school districts offered the ProTeam course to approximately 850 students. One program lasted nine-weeks; 28 were semester programs and 20 programs were year-long. Based on student surveys, seventy-one percent of the ProTeam students were of color. African American females represented the largest participant group (384) with combined male participation reaching 320 (approximately 39% of the total group).



ProTeam grew out of an SCCTR decision in 1988-89 to take additional steps to address a predicted long-term shortage of minority teachers in South Carolina by planning for the late 1990s and beyond. National research has confirmed SCCTR's own conclusion that effective recruitment of talented minority youngsters into the teaching profession must begin earlier than the junior and senior years of high school, where the Teacher Cadet Program concentrates its efforts. The SCCTR staff made a commitment in the fall of 1988 to develop a pilot middle school program to address this need.

By the end of the 1993-94 school year, almost 4500 middle school students had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Overall, approximately seventy-five percent of these students have been minority students. In 1993-94, the ProTeam Program served approximately 850 students.

Program Design

In April 1989, Jackie Stanley and the SCCTR staff met with a group of middle school teachers and administrators to discuss program design. This consulting group developed the name "The ProTeam" for the middle school effort, underscoring the program's goal to help students be pro-success, pro-college, pro-teaching and to develop a "professional attitude" toward life. The consulting group recommended that SCCTR develop both a club curriculum and a nine-week exploratory course curriculum for the project.

During the first ProTeam pilot year, 13 middle schools used a club approach,

where students met twice or more each month for an hour and took part in curriculum activities. Nine schools decided to offer a nine-week exploratory course. An evaluation of this first year effort led SCCTR to change the program and require that all new ProTeam sites offer a course prior to beginning a ProTeam club and that at least 80 percent of club members be graduates of the course. This decision was made with the support of teachers at many of the schools using the club format; they agreed that students needed more contact time with teachers and with each other to "bond" themselves into a group and to cover the curriculum material adequately. Schools offering the club format during the pilot year were allowed to continue to offer only a club for one more year – although most 1989-90 pilot schools decided to begin with a course in 1990-91.

SCCTR now recommends that the ProTeam Program begin in the first semester of the 7th grade, and that the ProTeam club include 7th and 8th graders who have been exposed to the core curriculum. In order to provide separate activities for the ProTeam clubs, the curriculum team prepared a club activities handbook with 32 hours of club work supplemental to the four strands of the core curriculum.

Beginning in 1993-94, nine-week ProTeam classes were phased out. All research and feedback from teachers pointed to the fact that nine weeks is not a sufficient amount of time to achieve the goals of ProTeam. The eighteen-week (semester) or year-long implementation models followed by a club will be the only acceptable models beginning with the 1994-95 school year.

Scheduling continues to be a challenge for middle schools that want to continue or begin a ProTeam Program. The team concept and block scheduling will continue to offer challenges and possible solutions to this dilemma. As new emphasis and deregulation impacts on the structure of the middle school design, SCCTR is committed to re-evaluating the implementation model so that rural schools and others with limited resources can offer this program to deserving young people.

Curriculum: In early August 1989, SCCTR completed work on a pilot curriculum for the ProTeam Program. Dr. Kenneth Bower, an education professor at the College of Charleston and author of the SCCTR Teacher Cadet curriculum, served as primary author. Ms. Stanley screened Bower's work and developed additional materials; John Norton served as editor and desktop publisher. The *DreamQuest* curriculum stresses four curriculum "strands": building self-esteem, developing group skills, learning what it means to help (and teach) and building a vision of a professional future that might include teaching.

Several of the 1989-90 pilot sites asked the Center to develop an optional 18-week ProTeam curriculum because of the course's popularity with students. During the summer of 1990, the curriculum writing team met this request by adding more teaching and community activities. The team also carried out minor revisions of the existing curriculum, based on the recommendations of pilot site teachers.

During the summer of 1992, a curriculum revision committee of ProTeam

teachers and SCCTR staff revised and expanded the *DreamQuest* curriculum to allow for more exploration in the areas of critical teaching needs and major teacher skills, such as planning. Also, efforts to promote more diversity were included in the support materials, and new curriculum activities that require use of these materials to learn more about people of color and diversity were added.

Community Service: A unique feature of the ProTeam curriculum is the community service activity. The extended activity requires that students spend twelve or more hours involved in teaching someone to do something, tutoring someone or performing a service for someone. Some locations used for the community service activity include daycare centers, retirement homes, hospitals and special education classes.

Teaching-Like Experiences: A very successful means of introducing students to the teaching profession is through teaching-like experiences. ProTeam students observe in classrooms of younger students and plan and present lessons to their peers and others.

Parent Component: The parent workshop is an extension of the core curriculum and is considered a key to the success of participating sites. The research conducted on the ProTeam Program by the South Carolina Educational Policy Center, as well as other national research, points to the significant influence parents have on their child's career decisions. All sites are asked to invite parents to receive a brief orientation of the program followed by a parent workshop entitled "Strengthening the Team." For the first four years, the parent workshops were conducted by SCCTR staff. Beginning with the 1993-94 school year, ProTeam teachers and guidance counselors were trained and empowered to conduct these workshops at their schools with minimal assistance from SCCTR staff. The workshop provides information essential to strengthening family support, enrolling in college bound high school curriculum, selecting and financing a college education and exploring career possibilities in education.

During the 1989-90 school year, the parent component was piloted in five ProTeam sites. In the 1990-91 school year, the workshop was presented at 20 school sites and two community sites (a church in Columbia and USC-Spartanburg) to approximately 184 parents and 85 students. The 1991-92 school year ended with workshops being presented at 16 sites (13 schools, two churches, one college) with 109 parents and 79 students participating. In 1992-93, 30 parent workshops were held across the state. In 1994, 27 parent workshops were held across the state (26 were held at schools, and one was held at a church). The parent workshop is very well received as evidenced by the quotes that follow:

The parents were asked the question, "What was most helpful about the workshop to you?"

- "Information on Financial Aid for students to get through college. Ideas for scholarships."
- "Financial Loans and Grants."

- "Information about scholarship programs available."
- "Speakers were inspirational."
- "Hearing about steps needed to prepare for college."
- "From middle to high school requirements."
- "The many opportunities students could have if they continue with their education."
- "Career choice discussion."
- "College prep availability for eighth graders."
- "How plans are developed for each student's high school tracking."
- "What ProTeam is all about."
- "Teaching students how to get along with others."
- "College information and team work."

Club Curriculum: SCCTR recommends the use of the ProTeam club curriculum with students once they have completed the core curriculum. The club activities are designed to follow the same units as the core curriculum and are used to remind students of the basic goals of the ProTeam Program. SCCTR guidelines require that eighty percent of the club members are students who participated in a ProTeam class. The other twenty percent can be drawn from the student body at large but must meet the criteria for entry into the core course.

ProTeam Personnel

Assistant Director: Rita Stringfellow, who filled the position of Assistant Director in February 1992, served as a liaison between the ProTeam Program and other Center programs. Among her responsibilities were working with the Teachers in Residence in planning and carrying out teacher training and conferences, assisting in coordinating activities with college partners, aiding in the development of long-range and short-range goals for the ProTeam Program, and assisting with the expanding responsibilities associated with the ProTeam Program, including site visits and mailings.

ProTeam Program Specialist: In 1993, Bernice Davis-Cooper joined the Center as a Teacher in Residence and Pro Team Program specialist. Mrs. Davis-Cooper, a language arts teacher from Chavis Middle School in Williamsburg County, taught one of the Pro Team pilot sites before joining the Center. As ProTeam Program Specialist, Mrs. Davis-Cooper is responsible for coordinating the ProTeam Program, serving as the ProTeam curriuclum expert, planning conferences for ProTeam teachers and students, planning and conducting training sessions for new ProTeam teachers and determining the content of the ProTeam newsletter insert.

Minority Recruitment Specialist: Cleo Richardson, a social studies teacher and coach from Marion High School, was Marion One 's Teacher of the Year in 1991. He has served as a member of the Teacher Forum Leadership Council for the last two

years. Mr. Richardson joined the SCCTR staff in the 1992-93 school year and served as a Teacher in Residence with primary duties with the ProTeam Program. In the 1993-94 school year, Mr. Richardson became the Minority Recruitment Specialist for the Center. The 1993-94 school year was Mr. Richardson's last with the Center; he returned to Marion County School District One to become a principal apprentice.

Minority Teacher Recruitment Administrative Assistant: Tammy Gillett assisted the TIRs and worked to ensure that ProTeam teachers received materials that they needed from the Center. Mrs. Gillett joined the SCCTR staff in February 1992.

1993-94 Developments

Regional Service Delivery Model: Beginning with the 1993-94 school year, the Center began offering its services through a regional delivery model. This involved organizing the state into six areas or regions. Each region was serviced by a designated Teacher in Residence. Each Teacher in Residence worked with all Center programs within his/her geographic region. This regional delivery model made visiting ProTeam sites and attending parent workshops more manageable for the Teachers in Residence. Support to ProTeam teachers, students and parents has been heightened.

Articles: Articles describing the ProTeam Program have appeared in the *Minority Teacher Recruitment* newsletters. The *Minority Teacher Recruitment* newsletter is published by the South Carolina Program for the Recruitment and Retention of Minority Teachers at South Carolina State University in collaboration with the members of the Minority Teacher Recruitment Partnership.

Presentations: A presentation describing the ProTeam Program was made at the South Carolina Association of Middle Level Principals Conference in Charleston, South Carolina.

ProTeam Teachers in Residence made presentations or served as facilitators in numerous activities dealing with minority recruitment and other professional issues which have included, during 1993-94, diversity of the work force, diversity in the classroom, empowering teachers and students through positive self-esteem, multicultural sensitivity and teaching as a profession. The audiences included pre-service education majors, undeclared college students, critical teaching needs graduates, educators of all levels, personnel administrators and district minority recruitment committees.

Teacher Handbook: During 1993-94, a ProTeam Teacher's Handbook was completed to assist teachers with the logistics of operating a ProTeam Program. In addition, it offers tips to ProTeam teachers selecting students for the program and managing and scheduling field experiences.

Selection Criteria: Criteria for entry into the ProTeam Program were revised and disseminated to ProTeam teachers, guidance counselors and administrators during 1992-93. Continued emphasis on the selection criteria was made in 1993-94. The "potential for success in high school and college" was further defined as:

- placement in the top forty percent of the class (as defined by standardized test scores)
- previous overall school performance
- recommendations from previous teachers
- interest in educational careers or other professional careers

Some schools have added an essay component to this selection criteria that asks the students to tell why they want to be in the ProTeam Program, why they want to go to college or why they do or do not want to be an educator. Still others have developed an application for students to submit if they would like to be considered for the ProTeam Program. The revised selection criteria were fully implemented in 1993-94.

The Choices Club: During 1992-93, SCCTR staff members designed and developed a club curriculum and format for former ProTeam students when they enter high school. The purpose of the club is to provide a way to continue to support the students' progress toward realizing their goals of successfully completing college and pursuing careers with special emphasis on teaching. Ideally, ProTeam and Teacher Cadet teachers work jointly with the Choices Club thereby strengthening the connections between the two programs.

Out-of-State Training: SCCTR's staff provided training for teachers, college personnel and administrators in Arkansas, Maryland, Georgia and New Jersey.

New Teacher Training: The SCCTR staff conducted a two-day training for new ProTeam teachers in April and a make-up session in August.

Fall Curriculum Training: For the first year, teachers from all of the Center's programs gathered at the Radisson Resort in Myrtle Beach for a two and one-half day conference. The conference theme was "A Celebration of Teaching." The conference included concurrent sessions and dynamic guest speakers. This cross-program conference provided teachers in all SCCTR programs the opportunity to gain awareness of other SCCTR programs and network with teachers in their specific programs.

ProTeam Advisory Meeting: In the fall of 1993, a group of ProTeam teachers met to discuss and select a "core curriculum" for the ProTeam Program. These exemplary teachers chose activities from the Pro Team curriculum they thought essential to every ProTeam class. As a result of this meeting, a "core curriculum" was determined for the Pro Team Program. Every ProTeam teacher is expected to teach, at a minimum, the "core curriculum" activities. A list of the "core curriculum" activites was distributed to the ProTeam teachers at the fall curriculum training conference.

Leadership South Carolina Conference: Minority Teacher Recruitment Specialist Cleo Richardson served as a panelist for the education component of the Leadership South Carolina Program. The panel discussion included controversial issues such as school choice, the teacher as a professional and school restructuring.

Regional College Days: In the spring, three regional college days were held across the state for all ProTeam students. They were held on the campuses of College of Charleston, Converse College and Francis Marion University. The students had the

opportunity to tour these college campuses, participate in concurrent sessions and meet college education majors and Teacher Cadet students.

Evaluation

The fifth annual program evaluation was completed by the South Carolina Educational Policy Center under the direction of Dr. Gay Rowzie. A self-esteem instrument was added to the evaluation design during 1992-93. The 1993-94 Study of the ProTeam Program was conducted on all types of ProTeam Programs – nine-week, semester, and year-long programs. Conclusions and recommendations were drawn from site visits to four semester programs and four year-long programs and from 67% of the students, a representative sample, in the 1993-94 program.

ProTeam Evaluation Conclusions

College Aspirations: ProTeam helped some students (2%) decide to pursue college. Based on an increased list of choices about post-high school plans, more students changed their minds about their post-high school plans than did last year, including decisions to be undecided.

Teaching as a Career: High rates of change in attitudes about teaching as a career occurred among surveyed students. Twenty-five percent changed their minds from not wanting to consider teaching as a career to a willingness to consider teaching as a career. Including the 8% of surveyed students who were considering teaching before they began ProTeam, 33% of the surveyed students were willing to consider teaching as a career. This is a marked increase over the results of the 1992-93 study.

Self-Esteem: Results of the self-esteem survey showed that the self-esteem of students in relation to peers improved significantly. Not only did students show improved self-esteem on six of the items related to peers, but total self-esteem improved significantly for these students in relation to peers.

Working Cooperatively: Interviewed students and teachers reported that ProTeam activities promoted cooperative activities for students.

Service to School and Community: Interviewed students and teachers reported that although they valued service activities, opportunities to engage in these activities were limited. Most of the surveyed teachers reported that students were involved in service activities, but these activities were limited in the amount of time allowed for service. This was especially true in semester-long programs as opposed to year-long programs.

Parents: Parent involvement in the program was limited to the 27 parent workshops held.

Selection of Students: Overall, students and teachers were aware of guidelines, and guidelines for student selection were consistently followed.

Curriculum: Curriculum continued to be the strongest aspect of ProTeam. Teachers, administrators and students viewed the curriculum and its goals as greatly needed in middle schools in South Carolina.

Program Implementation: Although this continues to be an area of concern,

standards for program length, core curriculum and selection of students have been established and are being followed by most schools. Three areas of the Program continue to need attention: 1) scheduling the program into the school day, 2) providing support and professional development for teachers, and 3) opportunities for students to engage in activities that encourage service and a positive view of teaching as a career.

Image: More teachers and principals are aware of ProTeam as a positive program for middle school students, but the Program still needs more positive publicity in the community. People who know about the Program believe that it is a good program to have in a school; unfortunately, awareness of the Program is not widespread among the general public.

1993-94 Recommendations

1. Increased opportunity for students to explore teaching as a career should be provided. The amount of time given for students to observe in classrooms and to assist teachers should be specified or at least increased so that teaching as a career is reinforced.

2. Opportunities for students to provide service in their schools and in the community need to be developed so that students spend more time in service activities.

3. The parent component should continue to be emphasized. The SCCTR should clarify if the parent component consists of parent involvement beyond the parent workshop and then support and facilitate a specified parent component.

4. The SCCTR should continue to work with middle school administrators to assist them in understanding and valuing ProTeam, fitting ProTeam into the school schedule, and integrating the goals of the Program with the goals of the middle schools generally.

5. Teachers should be given more opportunities during the school year to talk with each other about the Program.

6. The SCCTR, in conjunction with ProTeam schools, should provide information to the public about ProTeam so that the image of the Program is positive and known in the state.

ProTeam Quotes

Teacher: "Our motto for the year in ProTeam was, 'Teaching is not a job; teaching is a state of mind.'"

Administrator: "ProTeam provides opportunities for service and teamwork. It is an excellent way to teach leadership skills."

Students: "ProTeam helped me in planning for my future."

"ProTeam helped me see what I need to do for my future and to decide what I want to be."

"The things that you do in ProTeam help you realize that you are an OK person. What you are on the inside is what really counts."

"ProTeam helped me get along better with my classmates and do better in my school work."

Crossroads Summer Institute

Mission: To provide an intensive, one-week institute giving information about preparation for high school and college and the opportunities available in teaching careers. The institute is targeted at African American male middle school students but is open to other students.

Because of the decline in the number of minority teachers in the state and due to the critical need to attract men to the ranks of classroom teachers, the Crossroads Institute was launched by the South Carolina Center for Teacher Recruitment during 1991-92. Crossroads, a summer institute for rising African American high school freshmen males, has been held on the campus of Coastal Carolina University since its inception. The idea for a summer institute targeted at African American middle school male students grew out of the success of the summer institute for high school seniors sponsored by the Center as well as the need for African American male teachers in the classrooms of South Carolina.

The number of minority teachers in South Carolina has dropped from 31 percent to below 18 percent since 1974. This drastic decline in minority teachers means fewer role models for young African American students and less input into education policy from the African American community. In addition, just over 17% of South Carolina's teachers are male. This is the second lowest percentage of male teachers of any state in the nation. Many educators support the idea that we need a visible male presence in the public schools at the instructional level.

Crossroads was developed under the leadership of Dr. Terita McCauley, an education professor at Coastal Carolina University in Conway, South Carolina. Coastal Carolina was one of three colleges that responded to the call for proposals offered by the Center for Teacher Recruitment for a program to enhance interest in the teaching profession.

Objectives

The Crossroads provides the following:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with students from other areas of the state with similar education and career interests

- Educational experiences that portray teaching as an attractive profession for African American male students
- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities
- Experiences that encourage the development of higher order thinking skills and problem solving
- Experiences that encourage the development of leadership, human relations, and study skills
- Information on selecting high school courses to prepare for a college education
- Information about college life
- Information on financing a college education
- Information about opportunities available in the field of education and future trends in education
- Information about the educational preparation necessary for becoming a teacher in South Carolina

Twelve thousand five hundred dollars was set aside to be matched with $5,000 in funds or in-kind services at a teacher preparation institute for a week-long, on-campus experience for rising ninth grade African American men. These young men of promise were recommended by their schools to apply for the summer institute. The application included an essay written by the student entitled "Why It Is Important to Have Minority Teachers in Our Classrooms."

One hundred seventy-eight (178) nominations were submitted from which 50 were chosen for participation. A selection committee reviewed the applications and ranked them to select the participants and the alternates. The committee was composed of five members: Karen Woodfaulk, representing the South Carolina Commission on Higher Education; Cathy Love, community member; Preston Winkler, Director Community and Government Relations - USC; Toni Hassell, Orchestral teacher, W.A. Perry Middle School; and Ralph Johnson, Minority Affairs Director, USC.

Some important factors that influenced the success of the Crossroads Minority Male Summer Institute as a teacher recruitment tool are the development of a strategy to maintain enthusiasm and interest in teaching as a career, to encourage adequate academic preparation and to provide support, guidance and information to the Institute's participants as well as their parents. The use of an African story teller helped the students see how they could use their heritage as a teaching strategy to reach other African American students. Visits to a local community center to work with younger children gave the participants an opportunity to provide a service to others and use the teaching skills they had learned during the week.

EVALUATION

The 49 students who attended the

1994 Crossroads Summer Institute responded to a survey. When asked which career they were interested in the most, they responded

Engineering	35%
Computers	16%
Medical Professions	16%
Teaching	12%
Law	8%
Business	6%
Other	6%

Their reasons for not choosing teaching as a career provided some valuable insights for teacher recruiters and policy makers:

- "Because I feel that my impact on the nation and maybe even the world will be of greater power if I go into engineering."
- "I picked engineering instead of teaching because sometimes I don't have a lot of patience and I like engineering more."
- "I don't like children. I don't have much patience."
- " I would like to help younger students but I'm really not interested in teaching."
- "Doesn't pay enough."
- " Coaching is a form of teaching. The only reason I didn't choose just plain teaching is because I like to have fun outside. I like to see the athletic abilities of kids."
- "I'm not good with young people."
- "Because of the money."
- "I like to work by myself a lot."
- "Kids are too bad; doesn't pay enough money."
- "I sometimes can't wait on kids who won't catch on to the subject."
- "Because I don't have patience; teachers are not paid well."
- "I thought about it, but kids are very demanding and I don't want to get in a situation where I hate my job."
- "I would like to design or build buildings, etc."
- "I've been wanting to be a civil engineer for a long time, and I don't think teaching is my thing. But it may turn out different."
- "I feel teaching would be a good career, but I'm also thinking about a medical field."
- "I don't know why I didn't choose teaching, but I'm undecided on what I want to do."
- "I'm leaning more towards law, but teaching has become a bigger possibility since I've been at Crossroads."
- "Because it pays poorly and don't think people learn fast."
- "I'm better at engineering type things than I am with teaching."
- "Actually I'm thinking about it. But I probably won't because I either want to follow my dad's trade, environmental engineering or maybe become a dentist."
- "I like math and science and I want to create things."
- "I want to go into engineering but after that I might become a teacher."
- "I want to do these other professions because I will get paid more and I will have a chance to show my talents."
- "I want to become a lawyer and teachers don't get paid enough."
- "I would like to be an engineer rather than a teacher because it's more exciting, but I do have an interest in teaching."
- "Teaching would be second choice."

- "It doesn't pay enough."
- "Not having a year round job, little pay, behavior of children."
- "I don't have good patience and a short temper."
- "I want to defend other people's rights."
- "I have a hard time communicating with other people."
- "I will eventually become a teacher at whatever I do."
- "I get frustrated too easy."

The participant responses to "Who has helped you the most in thinking about a future career?" reinforced the research the Center has on the role of the family and teachers in career choice.

a parent	48%
a teacher	19%
a relative	17%
a guidance counselor	8%
other	8%
a family friend	0

Was this person an African American male?

Yes - 63%
No - 38%

Number of African American male teachers participant had in school:

None	33%
1-2	31%
3-4	25%
5-6	8%
7 or more	2%

Number of African American female teachers participant had in school:

None	2%
1-2	38%
3-4	27%
5-6	4%
7 or more	29%

Crossroads Institute participants were asked to give characteristics of their favorite teachers:

- "Gives simple, easy directions." (Colombian male)
- "Sensitive and has patience." (black female)
- "Very enthusiastic, nice, never giving up." (white female)
- "Nice. Makes learning fun." (black female)
- "Uses fun ways to teach Algebra, and spends time with me so that I can succeed." (white female)
- "Interesting, involves herself, nice." (black female)
- "Funny and makes you work because he doesn't want blacks to fail." (black male)
- "Very interesting. Would help you any time you needed it." (black female)
- "Wants everyone to make an A or pass, gives us confidence, great teaching skills." (white female)
- "Smooth and relaxed but always in control." (white female)
- "Enthusiastic, helps always, and is very fair." (black female)
- "Gives hands-on experience, treats everyone fair." (black female)
- "Very helpful and personal with all students." (white female)
- "Active and fun while teaching." (black female)

• "Funny, understanding, loving, caring." (white female)
• "Preaches lessons." (black male)
• "Made class easier, helped everyone, tried not to give us too much homework." (white female)
• "Very helpful to you and others in choosing a career." (white female)
• "Interacted with everyone." (white male)
• "Teaches from his brain and not a book." (white male)
• "Good looking; able to break down a subject to the basics of the lesson." (black female)
• "Really hard on us so we could make good grades." (black male)
• "Nice, trustworthy, very helpful." (black female)

Quotes

Crossroads Institutes participants were asked to make comments about their week-long experiences. The following quotes from their journals provide a glimpse of their Crossroads experience:

"I felt I made a BIG change in changing the way they (the children) think about school and college."

"It was a great experience to know how it feels to teach kids."

"I feel like I could teach for a living."

"I was a little disappointed because my 'students' didn't want to participate at first."

"I feel pretty good about my teaching because I feel like I learned a lot from them."

"I have had many experiences teaching young children at my school. The feeling was mutual."

"I felt good about getting them to learn things that they will need later in life."

"Teaching was fun but hard."

"I learned how the children need guidance because we are so vulnerable to being mislead."

"It was a great learning experience to actually see what teachers have to go through."

Summer Teaching Careers Institute

Mission: The Summer Teaching Careers Institute is designed to give outstanding rising high school seniors the opportunity to participate in a week long program to interest them in the teaching profession.

The Summer Teaching Careers Institute is an effort to interest high school students in careers in education. The institute is an intensive, week-long program for rising high school seniors held for the past six years on the campus of Winthrop University. The Teaching Careers Institute was developed under the leadership of Dr. Patricia Graham, Associate Dean of the School of Education at Winthrop University and was directed this year by Mrs. Carol Smith and Mrs. Virginia Ward.

Objectives

The objectives of the program are to provide those experiences, opportunities and information listed below:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with students from other areas of the state with similar career interests
- Information about opportunities available in the field of education and future trends in education
- Information about the educational preparation necessary for becoming a teacher in South Carolina
- Information about the teacher certification process
- Information about college financial aid, with particular emphasis on South Carolina teaching scholarship/loan programs
- Experiences that encourage the development of higher order thinking skills and problem solving
- Experiences that encourage the development of leadership, time-management and human relations skills
- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities

The Teaching Careers Institute serves approximately 50 high school students who have an expressed interest in teaching as a possible career goal. A distinguished panel

judges the applications and selects the participants. The members of this year's Selection Committee were Ed Ebert, Education Professor at Coker College; Aretha Pigford, Assistant Superintendent, Richland School District One; Maree Price, Principal, North Springs Elementary School; Jim Fryer, member of the Teacher Forum and Teacher, Lake Murray Technical Center; and Carolyn Donges, State Department of Education.

Fifty rising seniors and 10 alternates are selected from among nominees proposed by South Carolina high school principals. The students selected are of high academic caliber. Staffing for the institute includes (a) at least two public school teachers recognized as outstanding; (b) at least two outstanding college students majoring in education or pursuing teacher certification; (c) at least one college faculty member responsible for planning and participating in the week-long Institute.

The Institute is built around team problem-solving with the focus on the development of an advertising campaign for teaching. The program is well received in the schools, highly regarded by student participants and highly productive in that (a) creative advertising and marketing mechanisms are developed, (b) participants are exposed to a college campus, (c) participants have extensive, guided experience in authentic problem solving and cooperative learning and (d) participants explore some in-depth educational careers and opportunities.

On the last day of the Institute, the participants present their marketing plans to a panel of judges. This year's distinguished panel of judges included: Alexia Pipkin, first-year teacher and graduate of first Summer Teaching Careers Institute; Patti Cormier, Vice President for Academic Affairs at Winthrop University; Pamelia Liely Brown, Teacher Cadet Instructor, Rains-Centenary High School; Joyce Veale, education assistant professor at Winthrop University; Rita Stringfellow, Assistant Director at SCCTR; Alan Gray, 5th grade teacher, Spartanburg County; and Janice Poda, SCCTR Director.

The Institute culminated in a luncheon where students received a certificate of appreciation for their participation and where the strengths of each campaign, as determined by the judges, were presented by Rita Stringfellow.

Teacher Cadet Program

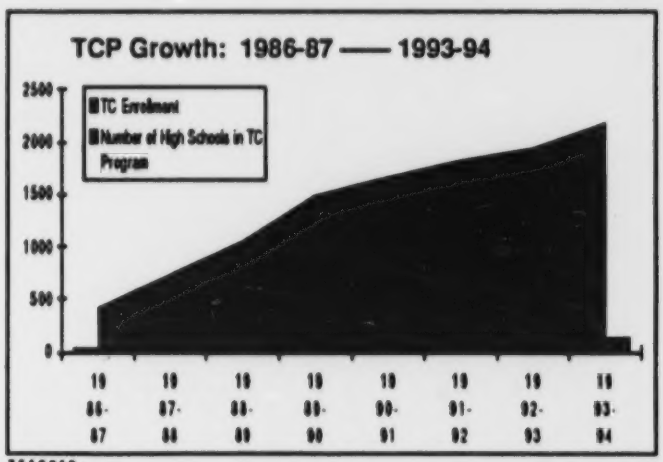
Mission: The primary goal of the Teacher Cadet Program is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education.

The Center continues to make a major financial commitment to its Teacher Cadet Program, which offers high school seniors and juniors with good academic, leadership and interpersonal skills the opportunity to study the art and craft of teaching. An outstanding teacher with support from college faculty offers the daily course of classroom activities and field experiences. One hundred and thirty (130) high schools offered the Cadet program over two semesters; 15 sites offered two classes of the Teacher Cadet Program.

The Center provides grants of up to $1,250 per site to support the program. This grant provides support for the class, for teacher training and materials, and for college involvement. College partners receive up to $500 per site to support the partnership. Each Cadet site receives a $250 grant per class to purchase supplies, curriculum materials, provide additional activities, etc. Approximately $500 is set aside for each site to cover training and materials costs incurred by the Center.

During the 1993-94 academic year, 130 high schools (at 126 sites) in 72 school districts offered the Teacher Cadet course to 2,168 students with grade point averages of "B" or better on a college preparatory track. Twenty colleges and universities provided faculty to support the 105 Cadet sites which elected to participate in a college partnership.

By the end of the 1993-1994 school year, over 11,400 academically talented high school students had completed this challenging year-long introduction to teaching.



Program Components

Curriculum: The first edition of the Center's model Teacher Cadet curriculum, *Experiencing Education*, was written by Dr. Kenneth Bower of the College of Charleston, with input from TC teachers, in 1986-87 and piloted during the 1987-88 school year. In the spring of 1988, the Center worked with Dr. Bower to revise the curriculum. A grant from the Hazen Foundation of New York allowed the Center to complete work on the curriculum and carry out the revisions. A second revision was completed in 1989.

During the 1992-93 school year, a major update and revision of the curriculum included the addition of a new fourth section, "Pathways to the Future," featuring units on multiculturalism, technology and restructuring efforts. This new edition has been used by the TC teachers throughout the 93-94 school year. The out-of-state edition of the TC curriculum was also updated last year and includes the new fourth section.

In addition, the TC teacher's manual which accompanies the curriculum was revised by the Teachers in Residence to update information for teachers and to provide additional alternatives for evaluation, recruitment and program organization. The TC teacher's manual now includes a portfolio assessment format for the Cadet curriculum, a "Choices Club" for former ProTeam and other interested students in 9th through 11th grades and a presentation packet for Teacher Cadet teachers to use to inform their faculties and other groups in their communities about the Cadet Program's goals and curriculum. This revised teacher's manual has been used during the 93-94 school year at all TC sites.

Education 92/93 is an additional resource used for enrichment in Teacher Cadet classrooms. It is accompanied by a set of student activities that was published and distributed to Teacher Cadet teachers in the fall of 1992.

Each of the college partners this year used the new "College Partners' Handbook" to assist them in developing effective partnerships with their TC sites.

Teacher Cadet Personnel

Assistant Director: Rita Stringfellow, who filled the position of Assistant Director in February 1992, served as a liaison between the Teacher Cadet Program and other Center programs. Among her responsibilities were working with the Teachers in Residence in planning and carrying out teacher training and conferences, assisting in coordinating activities with college partners, aiding in the development of long-range and short-range goals for the Teacher Cadet Program, and assisting with the expanding responsibilities associated with the Teacher Cadet Program, including site visits and mailings.

Teacher Cadet Specialist and other Teachers in Residence (TIRs): Rose Etta Schumacher, an English and Teacher Cadet instructor from Chesterfield High School, served a third year as a Teacher in Residence, at the request of the Center, in order to provide continuity and leadership for the Teacher Cadet Program. Beth Havens, a TC Teacher in Residence who had served one year, returned to her school district for the 93-94 year.

In addition to working with all the Center programs in her designated region, Mrs. Schumacher served as the Teacher Cadet Specialist statewide for the SCCTR during the 1993-94 year. With the assistance of SCCTR staff and the other TIRs, she coordinated the TC component of the SCCTR fall conference, the spring Student Delegate Conference, and the spring new TC teacher training.

Mrs. Schumacher developed materials to assist TC teachers in recruiting for diversity in their TC classes and created a presentation packet for TC teachers to use to inform and involve their colleagues, administrators and community about the goals and structure of the TCP. Working with Center staff, she developed a TCP recruitment script to be used for a videotape to assist teachers both in and out of state as they set up new TCP sites. The spring Teacher Cadet training was also videotaped by ETV, and these training tapes will be available next fall for each section of the TC curriculum.

Carol Smith from USC-Spartanburg, Professor in Residence and College Partner Specialist, provided support and leadership to strengthen the college partnership component of the TC program this year.

All Teachers in Residence at the Center worked with the Teacher Cadet Programs, as well as the other Center programs, in their designated regions this year. They assisted teachers at each high school site in obtaining materials and resources necessary to teach the course effectively. The regional Teachers in Residence visited each site at least once during the school year and gave special attention to new and developing sites.

At each site, the TIR discussed teaching careers with the Cadets and provided details of the state's Teacher Loan Program, other teaching scholarship programs, the critical needs areas of certification and the College HelpLine Program. In addition, the TIR discussed recruitment, enrollment, observations and concerns with the Teacher Cadet teacher and worked with the teacher and college partner in ensuring appropriate services. The TIR met with administrators and guidance personnel at each site to share this information and to offer additional site support.

The Teachers in Residence, under the leadership of Publications Specialist Virginia Ward, also worked to ensure communication and sharing within the network of Teacher Cadet teachers and college partners through their contributions to *Center Point*, the SCCTR newsletter, which was distributed to all Cadet teachers and college partners, as well as other Center programs. The quarterly newsletter contained information about current education trends in the state and nation and highlighted activities and ideas from Cadet classrooms and college partnerships across the state.

Teacher Cadet Administrative Assistant: Teacher Cadet Administrative Assistant Martha Kennedy assisted the TIRs and worked to ensure that TC teachers received materials that they needed from the Center. Mrs. Kennedy joined the SCCTR staff in November 1990.

Plans to Teach

National research data indicate that a very small percentage of students (four to seven percent) with grades in the 3.0 to 4.0 GPA range have any interest in teaching as

a career. In the face of this grim statistic, the Teacher Cadet Program is luring an unprecedented number of talented young people into initial teacher training.

The S. C. Educational Policy Center (SCEPC) at the University of South Carolina has studied eight groups of Cadets thus far (1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, and 1993-94). SCEPC's findings confirm that the Cadet Program has made significant inroads in recruiting young people who are high academic achievers.

An average of 37 percent of all students who have taken part in the Teacher Cadet Program indicated plans to pursue teaching credentials when they reached college. Of the 1994 Cadet class, 34 percent indicated plans to enter teaching on the post-course survey.

Other Developments

TCP model used in other states: National interest in the Teacher Cadet Program continues to grow. The SCCTR has trained teachers, college personnel, and administrators in the Cadet curriculum from Seattle and Mt. Ranier, Washington; Knoxville, Tennessee; Sonoma and Union City, California; Lovejoy, Norcross, Atlanta, and Hephzibah, Georgia; Oklahoma City, Oklahoma; Charlottesville and Fairfax County, Virginia, Nacogdoches, Texas, Baltimore, Maryland; and Little Rock, Arkansas. SCCTR has also received inquiries about training from school districts and colleges in many other states. The state of Oklahoma has implemented the Teacher Cadet and ProTeam programs statewide.

Teacher Cadet Program Featured in *Teacher* magazine: The Teacher Cadet Program was featured in an article in the April 1994 issue of *Teacher* magazine which described the South Carolina Cadet program as a very effective pre-collegiate teacher recruitment effort.

TCP Growth for the 1994-95 School Year: The Center has confirmed that 143 high schools in 72 school districts will take part in the Teacher Cadet program during 1994-95, with an estimated student enrollment of 2,500. Twenty-three colleges and universities are expected to support these sites. About 15 high schools will offer more than one section of the Cadet program, because of enrollment demand.

1993-94 Teacher Cadet Activities

Out-of-State Trainings
August 1993

Teachers in Residence Rose Etta Schumacher and Carol Smith conducted TC workshops for teachers and college personnel in Oklahoma and Arkansas who planned to implement the South Carolina TCP model in September in their schools.

Teacher Cadet Make-up Training
August 16 and 17, 1993

The SCCTR staff conducted a one and one-half day make-up training in Columbia for teachers and college partners who were unable to attend the spring training session. This training was the first of six days of in-service activities for new and/or experienced teachers. In addition to training new TC teachers and college partners in the use of the TC curriculum, strategies were shared for promoting net-

working and some mutual activities between the ProTeam and Teacher Cadet students.

SCCTR Fall Conference: "A Celebration of Teaching," Radisson Resort, Myrtle Beach
November 17-19, 1993

For the seventh year, teachers from all of the Teacher Cadet Programs throughout the state gathered for the annual fall curriculum conference. This year the TCP conference was moved from Seabrook Island to the Radisson Resort in Myrtle Beach and was held in conjunction with all of the other SCCTR programs. The theme for the conference was "A Celebration of Teaching" and included concurrent sessions on grant writing, technology, the National Board for Professional Teaching Standards, diversity in the classroom and other current issues. All of the participants enjoyed hearing inspiring messages from Dr. Crystal Kuykendall, Tracy Bailey (1993 National Teacher of the Year) and Dr. Frank Trujillo.

At this conference, in order to facilitate networking and support within the regions, the TCP teachers and college partners enjoyed some joint sessions and planning time with the Teacher Forum and ProTeam teachers within their regions, as well as separate time to work within the TCP network on curriculum and strategies.

The conference provided inspiration, professional development, and networking opportunities for all of the SCCTR's programs.

Annual Governor's Conference in Education
February 2, 1994

Teacher Cadets from Richland Northeast High School served as ushers at the governor's annual state-wide meeting in Columbia. The students enjoyed hearing motivational speakers and meeting educators from across the state.

Leadership South Carolina Conference
February 3-4, 1994

Former Teacher Cadet Teacher in Residence Beth Havens and present TIRs David Norton and Cleo Richardson participated in the program held at Myrtle Beach for the Leadership SC Class of 1994. Some former Teacher Cadets and college students also served as panelists.

National FEA Conference in Atlanta
February 11-13, 1994

Teacher Cadet Specialist Rose Etta Schumacher presented an overview of the TCP to educators from across the nation during the annual FEA conference in Atlanta. Many participants expressed an interest in learning more about the South Carolina TCP model.

Student Delegate Conference
February 17, 1994

Approximately 400 Cadet delegates and their Teacher Cadet teachers took part in an all-day conference in Columbia. The theme for this year's conference was "Teach: It Does a World of Good." The Cadets brought to the conference exemplary projects which they had completed throughout the year, including videotapes, hypercard stacks, posters, children's books, puppets and model schools. These projects

will be housed at the Center for use in teacher training and display.

The conference began with a motivational presentation by Dr. Glen Walter. The Cadets then participated in concurrent sessions including topics such as multicultural education, education in China, coping with stress, creative teaching strategies and diversity in learning styles. The Cadets also participated in sharing sessions with other Cadets and enjoyed keynote speaker Dodie Magill, SC Teacher of the Year and finalist for National Teacher of the Year. The TCP teachers participated in the sessions and also attended a special teachers' meeting to network and receive updates on TCP concerns.

SAY Training for TCP
March 10 - 11, 1994

TC teacher Beth Hinson from Dillon High and her TC students participated in a SAY (Science and Youth) training session. South Carolina is participating as one of 12 sites in the SAY Program as a pilot site for the National SERIES Program housed at the University of California at Davis. The program is sponsored by the National Science Foundation. The TC class at Dillon served as the South Carolina pilot site this year to implement the SAY Program into the TC curriculum. Five other TC teachers from the other SCCTR regions also participated in the two-day training as well as the Center TIRs. Implementation of the hands-on science strategies by Teacher Cadets at these six sites next year will be funded by an Eisenhower grant received by the SCCTR. The SAY Program is designed to involve elementary and middle school students in exciting real-life experiences with a science curriculum.

Out-of-State TCP Training
March 14 - 18, 1994

Teachers in Residence Virginia Ward and Carol Smith conducted two trainings in the Teacher Cadet curriculum at Sonoma State University and Union City School District in California for area schools.

New TC Teacher Training
April 12-13, 1994

The SCCTR conducted a two-day training session focused on the Teacher Cadet curriculum, *Experiencing Education*. The training included strategies for new Teacher Cadet instructors to use for recruiting, grading, working with college partners, planning field experiences and using the curriculum. There were 15 participants, including new teachers at existing sites, teachers at new TC sites, new SCCTR staff, and three out-of-state participants from Oklahoma and North Carolina. This training session was videotaped by ETV, and training tapes will be developed by the SCCTR for each section of the TC curriculum, for the College HelpLine Program and for TC recruiting and implementation strategies for new TC sites both in and out of state.

Regional Teacher Cadet Activities

In addition to these statewide events, many Teacher Cadets and their teachers participated in special regional activities and conferences sponsored by their college partners. At a number of college sites, college partners hosted conferences with keynote speakers and concurrent sessions, receptions for Cadets and their parents and "Cadet Days" at which Cadets had the opportunity to share ideas, projects and activities with other Cadets in the college's network. Teacher Cadet Teachers in Resi-

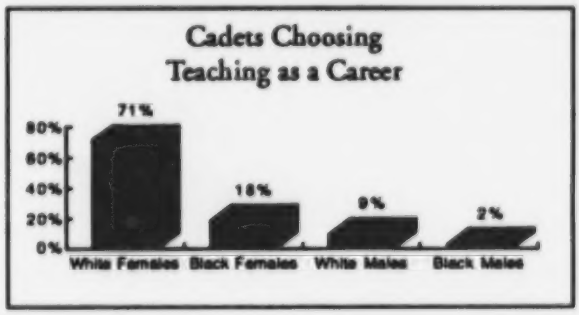
dence and administrative staff also participated as speakers and session presenters at several of these regional activities.

EVALUATION

In order to determine the effectiveness of the TCP, the SCCTR commissioned the South Carolina Educational Policy Center at the University of South Carolina to conduct a study of the 1993-94 Cadet cohort, the college partners, the Teacher Cadet (TC) teachers, a cohort of former Cadets who are certified to teach in South Carolina and a cohort of former Cadets who are now in college.

A short survey was administered to the current Cadets in their TCP classes at the beginning and the end of the 1993-94 school year. Surveys were mailed to all college partners (30 surveys), to all TC teachers (126 surveys), and to a cohort comprised of 250 former members of the TCP classes who currently hold South Carolina teaching certificates. Interviews were conducted with seven former Cadets who are currently teaching in South Carolina. Twenty-three former Cadets from three universities participated in focus group interviews. Based on information received from the surveys and interviews, a number of observations, conclusions, and recommendations can be formed about the Teacher Cadet Program:

- The TCP is attracting bright capable students. In order to participate in the program, the student must have at least a "B" average and be enrolled in a college-prep curriculum. The average SAT score for the 1993-94 Cadets was 969 as compared to the state average of 838 and national average of 902. When asked for class rank, 52% of the Cadets reported being in the top 10% of their class and an additional 31% of the Cadets reported being in the top 20% of their class. The Cadet class of 1994 was a high-achieving group of students.



- The TCP is an effective recruitment tool for recruiting males and minorities for a career in education. The TCP has a greater percentage of males participating (24%) in the program than the percentage of male teachers (17%) in the state of South Carolina. The percentage of white males participating (17%) in the program is greater than the percentage of white male teachers (14%) in South Carolina. The percent of minority males in the program (6%) is double the percent of minority males (3%) who are currently teaching in South Carolina. The percentage of minority females (20%) participating in the TCP exceeds the percentage of minority female teachers (15%) currently teaching in South Carolina. The TCP is attracting a proportionate mix of females and males as well as white and minority students.

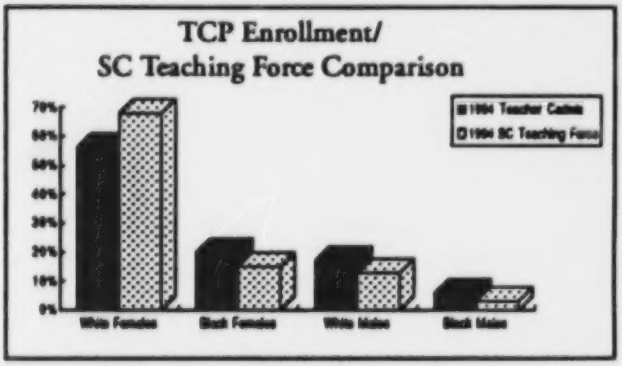
- The TCP is effectively encouraging teaching as a career choice. On the pre-

survey, 26% of the 1993-94 Cadets chose teaching as a career, and on the post-survey, 34% of the Cadets chose teaching as a career. Further, 13% of the Cadets who had said they did not want to teach on the pre-survey changed to wanting to teach on the post-survey.

Of the Cadets who chose teaching as a career at the end of the program, 71% were white females, 9% were white males, 18% were minority females and 2% were minority males.

Cadets who selected teaching as a career were asked to indicate the grade level that they would like to teach. Note that 13% chose to teach special education, a critical needs subject area.

- Former Cadets do become certified teachers in South Carolina. From a cohort of former Teacher Cadets, social security numbers (where available) were matched on the database from the South Carolina Department of Education (SCDE) teacher certification office. The SCDE identified 250 former Cadets who are certified to teach in South Carolina. Survey information received from 128 certified former cadets indicates that 80% are currently teaching. It is also interesting to note that 10% of these teachers indicated at the end of the TCP training that they did not want to teach, but, in fact, did change to teaching as a career choice while in college. Of those not teaching, 5% are looking for a teaching job, 9% are attending graduate school, 4% are employed in a field other than education, and 1% are homemakers. It is important to note that 16% are teaching math, 5% are teaching science, and 11% are teaching special education; all of which are considered to be critical needs subject areas.



- The TCP was instrumental in former Cadets becoming teachers. A former Cadet who is now certified to teach responded, "I had intended to go into medical school but changed to special education during my sophomore year in college because I enjoyed working with people with special needs. The TCP influenced my decision." Another former Cadet said, "I always wanted to be a teacher but was persuaded to go into something else, but I later switched to education because of my experience in the Cadet class." Another responded, "The Cadet program brought me into teaching."

When asked "How did the TC experience prepare you for teaching?", statements from former Cadets reveal information about the effect the TCP had on their choice of teaching as a career. Eighty percent of the former Cadets responded that the TC experience gave a realistic picture of teaching.

❒ "Teacher Cadet Program gave me

experience in the classroom, observing and working with students."

- ❒ "The Cadet class introduced me to educational issues, the teaching profession, and the educational process."
- ❒ "I got excited about teaching and it helped me decide to teach, what to teach, and the age group I wanted to teach."
- ❒ "It helped me with lesson plans."
- ❒ "My Cadet teacher inspired me and provided a great role model."
- ❒ "The TCP helped me learn more about myself."

When the former Cadets were asked if they could go back to their college days and start over again "Would you become a teacher?", 54% said they certainly would become a teacher and 32% said they probably would.

The former Cadets who are now teaching were asked "What areas/topics/activities would you add or delete from the TC experience to make it more effective for students?" The following suggestions were offered:

- ❒ "Provide more classroom experience with a variety of ages and subjects and a volunteer program to help teachers."
- ❒ "Provide more information about classroom management (discipline) and working with unmotivated students."
- ❒ "Include child-centered trends, cooperative learning, working with manipulatives, and critical thinking skills."
- ❒ "More information should be provided about exceptional children, multicultural, and gender issues."
- ❒ "We need more instruction about time management strategies and organizational skills."

All former Cadet college students interviewed responded positively to a question about advice to high school students who were considering being in the TC Program. All said, "Yes! Definitely take the Program."

Former Cadets responded:

- ❒ "Teacher Cadet Program is a wonderful program even if you don't want to teach. It exposed us to all levels of education and it would help you with your own children."
- ❒ "TC helped us to appreciate teachers and to be more creative."
- ❒ "After I became involved with the TC, it opened me up to try other things. I became more self-confident."

A young man responded, "I would recommend the program to males because guys sometimes think it is a woman's job. TC can change their minds. It is so important for males to be teachers because so many little boys don't have role models."

Former Cadets who are not majoring in education in college gained much from the Teacher Cadet Program as supported by the following statements:

- ❒ "I am not going to teach, but the program enhances you as a person. It helped me learn to work with others."
- ❒ "I learned about my own learning style which has helped me in college."
- ❒ "I am going to be a lawyer, but I may

want to teach when I retire."

- ❒ "I have learned to respect the teaching profession much more."

- **The TCP is working because of the effective components of the program.** The college partnership program, regional support model and SCCTR support make up three effective components.

1. College Partnerships

College Partnerships are as varied as the colleges themselves, but most can be categorized as one of three models: resource, intensive or combination. In the resource model, the TC teacher is totally responsible for the TC course. The college partner provides speakers and other services such as receptions on college campus and resources. The intensive model involves joint planning meeting(s) between the college partners and TC teachers. The college partner provides close involvement in the TC course with frequent visits and other services such as receptions on campus and materials. The combination model may not involve as much joint planning and visits between the college partner and the TC teacher, however; the partner provides support by telephone and mail and other services such as speakers and materials.

The SCCTR provides a number of services to the college partners: 1) curriculum training programs for new teachers; 2) newsletter; 3) stipend ($500 per TC class); 4) Fall Curriculum Training Conference and 5) College Partners' Handbook. Most of the college partners feel that the SCCTR provides sufficient training for them. The college partners feel that the aspects of the partnership that are working well are the conferences, networking with teachers, collaboration, relationships with Cadets and the ability to supply to the TCP class with both materials and speakers. Overall, effectiveness of the school/college partnership in meeting the goals of the TCP was rated effective by 94% of the college partners surveyed.

The aspects of the college partnership that need improving, according to the college partners surveyed include suggesting ways to encourage support of college-sponsored activities for Cadets, spending more time per visit to each TCP, providing more release time for college partners, providing more support for former Cadets when they become college students and receiving more input from other faculty on campus.

The college partners made some suggestions for other services that the SCCTR could provide. Included are 1) provide a list of area guest speakers, 2) provide an idea list for activities that the college could provide for Cadets and 3) send a letter to students individualizing their site and stating whether or not they will earn college credit.

Overall, the comments on being a college partner from the partners about the benefits/rewards for them personally and for their institution were quite favorable.

- ❒ "I became re-enthused with my own profession."
- ❒ "First, as a TC teacher for five years, I feel that I grew professionally and had the chance to see what was happening in

education at all levels not just the high school. Now, as a college partner, I continue to grow as I work with the best in the teaching profession."

- ❒ "Visiting the high school classes and presenting to them has been most rewarding to me."
- ❒ "Working with interested high school students and energetic high school teachers has been most rewarding to me."
- ❒ "It has been extremely rewarding to work with some of the top high school students in South Carolina. It is especially rewarding to know that many will become teachers and that our role in the Program encourages this."

Of the TC teachers who responded to the survey, 64% rated the effectiveness of their present college partnership as effective. The value of the college partnership component of the TC Program as rated by the surveyed teachers provided information that 30% of the teachers felt the college partnership was essential, and 37% rated it as very valuable.

The TC teachers responded to a check-list of ways to improve the college partnership. The top three choices were the same as last year: first, to increase the number of speakers for the class; second, have more planning time together with the partners; and finally, increase the number of on-campus events for the Cadets.

2. SCCTR Regional Support Model

The SCCTR Regional Support Model provides a regional Teacher in Residence (TIR) to serve all programs sponsored by the Center in an assigned region. From information provided by the TC teachers, 45% found the SCCTR regional model to be very effective, and 38% found it to be effective. TC teachers found some of the benefits of the support model to be 1) easy access to help 2) more personal attention and 3) better linkage to other sites.

From the college partners who responded to the survey, 50% found the SCCTR regional model to be very effective, and 33% found it to be effective. The college partners listed benefits of the support model as 1) TIR knows the area and is helpful with questions; 2) closer relationships with college partners is helpful and 3) there is more availability of resources.

3. SCCTR Services

The SCCTR provides a number of services for the TCP teachers. On the survey, teachers were asked to respond to the helpfulness of six services provided. Most teachers responded that the services were very helpful or helpful. The service that was rated very helpful by the largest percentage (87%) was the stipend ($250 per TC class), followed by the curriculum training programs for new teachers (76%) and the fall conference (72%). A little more than half of the responding teachers rated support by Teachers in Residence as being very helpful. The Student Delegate Conference was rated as very effective by 46% of the teachers and the newsletter was rated as very effective by 41% of the teachers. All (100%) of the surveyed teachers reported that the SCCTR was responsive to their concerns.

The TC teachers suggest several other services that the SCCTR could provide: a list of speakers in each region financial aid

workshops, more time with TIR, time line and sample syllabus, mentor for first-year Cadet teachers, and blank notes with the TC logo.

Conclusions

1. The TCP is attracting bright capable students who represent the top 20% of their high school class and score higher on the SAT than state and national averages.

2. The TCP is an effective recruitment tool for recruiting males and minorities for a career in education as exhibited by the fact that the percentage of minority and male Cadets exceeds the minority and male percentages of teachers in South Carolina.

3. The TCP is effectively encouraging teaching as a career choice with 34% of the Cadets choosing teaching as a career.

4. Former Cadets do become certified teachers in South Carolina as represented by 250 known former Cadets who are certified to teach in South Carolina.

5. The TCP was instrumental in former Cadets becoming teachers with 80% of former Cadets who responded to the survey reporting that they are currently teaching in South Carolina. Another 10% of the former Cadets changed their major to education after entering college based on the information they received in the Cadet class.

6. The TCP is working because of the effective components of the program: the college partnership, the regional support model, and SCCTR support.

Recommendations

Based on surveys of current as well as former Cadets, the TCP teachers and the college partners, a number of recommendations can be made. The first recommendation is to continue to implement this outstanding and highly successful program in the manner that has produced this success. The second recommendation is for the SCCTR to improve in some specific areas, address current concerns, and continue to grow and to refine the program as needed. Three of the specific areas of concern are aspects of: the Cadet class, the SCCTR regional support model, and the college partnership.

1. The Teacher Cadet Class

a. Encourage a more flexible schedule for the TC class to provide more opportunity for extended field experience
b. Revision of the TC curriculum to include recommendations from the TC teachers survey; such as, include - centered trends and sample syllabus
c. Limit the class size to no more than 15 TC students
d. Continue to make specific efforts to recruit males and minorities into the TCP

2. SCCTR Regional Support Model

a. Provide more interaction between the college partner, the TC teacher and the TIR
b. Develop smaller regions to provide more TC teacher contact with TIR

c. Provide a regional student conference each semester for all Cadets and TC teachers

3. College Partnership

a. Establish identifiable differences between the college partnership models to help facilitate TC teachers' and partners' understanding of their particular model
b. Provide a list of speakers for each site to help increase the number of speakers for the TC classes
c. Encourage all partners and TC teachers to attend the fall conference and provide time for the TC teacher and the partner to meet while at the conference

College Partnerships

Mission: The purpose of the college partnerships is to provide a structure for college faculty members to work in a collaborative relationship with Teacher Cadet instructors to provide enrichment experiences for high school students as they explore the field of education.

Historical Background

College partnerships have been an integral part of the Teacher Cadet Program since its inception. During the 1985-86 pilot year, four high schools were partnered with four colleges to offer this challenging course to bright high school juniors and seniors. The number of college partners has grown steadily, and during the 1993-94 year, 111 Teacher Cadet classes worked collaboratively with 20 college partners.

In 1989, Dr. Ken Bower, college partner from the College of Charleston, worked with two Teacher Cadet teachers to develop the Teacher Cadet Curriculum, *Experiencing Education*. Since that time the college partners and Teacher Cadet teachers have contributed to the revision of the curriculum.

Service Delivery Models

The Center has categorized college partnerships into three service delivery models: intensive, resource and combination. In the intensive model, the high school teacher and college partner plan the course together, and the college faculty member makes regular visits to the Cadet class and provides special events and services. College partners utilizing the resource model generally do not visit the Cadet class as often, but they provide a speakers' bureau from the college, plan special events and offer services. Some college partnerships can be classified as a combination between the intensive and resource models. During the 1993-94 school year, the TCP sponsored six intensive/combination models and 14 resource model partnerships.

College Credit

The issue over college credit for the Teacher Cadet class continues to be one of the most difficult issues with which the colleges and universities must grapple. Initially, many partnerships felt that college credit was essential for recruiting bright students into the Teacher Cadet Program. As the Program has grown in reputation and size, a number of partnerships have decided that the Cadet Program does not necessarily need the college credit as an

incentive. For the 1993-94 school year, nine of the 20 colleges and universities granted college credit for the Teacher Cadet class while another six schools allowed Cadets to exempt a one-to-three hour course for their participation in TCP. In the fall of each year, the Center prepares a College Credit Summary Sheet which identifies the college credit, tuition reductions and other benefits offered by the various colleges to former Cadets attending their institution. This summary is distributed to all Teacher Cadet sites.

Regional Service Model

When the Center implemented the regional service model at the beginning of the 1993-94 school year, it was able to provide an increased level of support for the college partnerships. The six geographic regions of the state were centered around the colleges which facilitated the regional TIRs' involvement with the college partnerships. Carol Smith, the college partner from USC-Spartanburg, was hired as the Center's first Professor in Residence. Mrs. Smith services all SCCTR programs in the upstate region as well as serves as the College Partnerships Specialist.

Funding

The Center provides grants up to $1,250 per Teacher Cadet class to support the site. College partners may apply for up to $500.00 of this $1,250 grant for each site in their partnership. The College Partners fill out a grant application form at the beginning of the year explaining how they plan to spend the grant money, and another form at the end of the year documenting their actual expenditures.

1993-94 Services

The college partners planned an array of activities and offered many services to the Teacher Cadet classes during the 1993-94 school year. Nineteen of the 20 colleges and universities serving as college partners offered a visitation day or special program for Cadets to visit the college campus. Several colleges invited Cadets to visit their campus more than one time. College partners taught lessons in Cadet classes as well as arranged for other college representatives to attend the Teacher Cadet class. The college partners networked with the Cadet instructors and facilitated planning meetings. Services provided by the college partners included newsletters for Cadets, an anthology of Cadet works, library services and the distribution of videos, books and other materials.

1993-94 Activities

In August and September, the TIRs contacted all of their college partners, introduced themselves and offered their services to the partnerships. TIRs participated in planning meetings of the college partners and Cadet teachers.

A New Prospects Meeting for all state-approved teacher education programs was held in October. Representatives from Central Weslyan, Columbia College, Columbia Bible College and Morris College attended, and all participants expressed interest in working with Teacher Cadet and other SCCTR programs. Anderson College, South Carolina State University, and Erskine could not attend but indicated in phone conversations that they would be interested in future partnerships.

The Center hosted the first Mega Conference for all of its programs in November, and college partners were invited to attend. The college partners had the opportunity to network with Cadet teachers and other program teachers as well as meet as a group. In the college partners' meeting, the group enjoyed a sample Cadet lesson from Dr. Don Clerico, College Partner from Charleston Southern University. Working as a small group, the college partners discussed their successes and concerns about college partnerships and mapped out goals and strategies for the future.

Carol Smith mailed a College Partners' Survey to all the Teacher Cadet instructors in December to assess the teachers' level of satisfaction with their partnerships. The results of the surveys were positive with 54 of the 68 respondents indicating that they were satisfied with their partnership at the present time. The Center used this information to help partnerships that were not satisfactory to the teachers.

In February, college partners were invited to the Teacher Cadet Student Delegate Conference. The meeting provided college partners another opportunity to interact with Cadet instructors. Dr. Pat Kostell, college partner from Winthrop University, presented a concurrent session on her recent trip to study schools in China.

Carol Smith and Virgina Ward traveled to California in March to conduct Teacher Cadet Trainings at Sonoma State University and at the New Haven Unified School District in Union City. At both trainings, Carol Smith discussed the role and importance of successful college partnerships. At the in-state Teacher Cadet Training in April, TIRs presented information about establishing partnerships.

Teacher Magazine featured an article on the Teacher Cadet Program in April which explained the role and importance of college partnerships.

College partners received copies of *Center Point.*, the Center's revised newsletter for all programs. Carol Smith wrote articles about the college partnership component and highlighted special activities of the colleges.

Throughout the school year, all TIRs attended the college partners' Teacher Cadet planning meetings and special campus functions and interacted with college partners.

College HelpLine

Mission: The primary purpose of the College HelpLine Program is to work with students in the Teacher Cadet Program as well as others who need help getting into college. Priority is given to minorities, first generation college bound students, and those planning to teach. The two basic goals in the program are to assist the student with the college admission process and to provide the student with information on financial aid.

College HelpLine, established primarily as a minority initiative for teacher recruitment, completed its fifth year of service. Over 430 individuals contacted the HelpLine during the 1993-94 school year requesting the services offered. This number reflects clients seeking materials that were mailed from the Center. Many more calls were answered that were of an investigatory nature and only required the Teacher in Residence's time and consultation. Most of these calls were not counted in the 430 mentioned above. The number of students in the program has steadily increased during the five years of the program. The first year approximately 35 students were served. In 1990-91 this number increased to 101. About 200 students were served in 1991-92, 405 students during 1992-93 and 431 students in 1993-94. These rising numbers indicate that the mission for the program is being addressed.

Many students with an interest in attending college do not receive the necessary advice and support needed to enroll in higher education. This support is especially needed by minority, first generation college bound and low-income students who are least likely to receive help from guidance counselors, parents or college admissions offices. In response to this problem, SCCTR sought funds in the 1989-90 fiscal year budget to start the College HelpLine Program.

There are many minority students and others who need guidance and nurturing through the college application process. The Center's program serves as a liaison between the high schools and the college admission and financial aid representatives. College HelpLine tries to get students past the roadblocks that may discourage the prospective college student, as well as his or her parents, from pursuing a college education. College HelpLine also offers an established network of college admissions and financial administrators to facilitate students and parents in gaining college admission.

During 1993-94, the single largest group seeking assistance were high school seniors. This group comprised approximately 63% of the total contacts. Many other individuals also called the HelpLine, including PTA members, guidance counselors, individuals looking to enter the teaching profession from other careers, parents seeking funds for their child's education, former Teacher Cadets seeking to become education majors from other career majors, high school juniors seeking to get an early start on the college admission process and present teachers looking for other avenues in education.

The single most often asked question of the HelpLine was related to financial aid. The Center has become a clearinghouse for Free Applications for Federal Student Aid, the Teacher Loan Program, Governor's and Paul Douglas Teaching Scholarships, the Federal Stafford Loan Program, The Federal PLUS Program and the Tuition Grants Program. Many other requests came for scholarship information for individual schools and private scholarship agencies.

The College HelpLine Program maintains an up-to-date library of college and university catalogs for South Carolina colleges and universities, and sources of financial aid. The HelpLine offered for the first time this year two computer based scholarship search programs. The two programs, the South Carolina Occupational Information System (SCOIS) on-line scholarship search program and the College Aid Sources for Higher Education (CASHE), were offered to students without charge upon completion of an information application. While less than 20 students requested information from SCOIS, over 225 clients requested information on CASHE. Approximately 110 searches were requested and processed utilizing the CASHE program.

The SCOIS system, while providing information on public and private sources of financial aid, also provides general information on colleges and universities throughout the United States. Information provided includes majors offered, average cost of attendance, affiliation, size, admissions standards, community size, sports offered, etc. While all high schools in the state have access to SCOIS, a number of students did not seem to know of the service at their high school and requested searches from the CHL Specialist.

Our research has shown that many South Carolina students have never been on a college campus when it comes time for them to decide where they are going to attend college if, in fact, they are going to college. SCCTR has made available limited funds to Teacher Cadet teachers to sponsor visits to college campuses.

In addition to the limited funds available to facilitate a student's visit to a college, there are, in extreme hardship cases, other specific funds and arrangements made by SCCTR to facilitate the transition from high school to college. During 1993-94, SCCTR provided 15 such students an average of $96.00 each to help with expenses incurred during the college application and admissions process. Funds were approved for such costs as application fees, tuition advancements and room deposits.

In an attempt to spread the word about the services of the HelpLine and to

reach several of our target groups, namely male and minority students, representatives from the Center attended the South Carolina Athletic Association Directors Meeting in Columbia in January of 1993. During the meeting, the special relationship that exists between coaches and athletes and the influence coaches can have on student athletes were discussed. Many students do not effectively utilize the services of guidance counselors. By getting coaches involved, SCCTR hopes to reach more young people with the services of the HelpLine. During site visits to Teacher Cadet schools this year, a package of information was presented to, or left for the athletic director. The package contained information to reinforce that presented at the athletic directors' meeting regarding the services of the College HelpLine. This avenue of getting in touch with young people needs to be expanded in the future.

Typical questions asked of the HelpLine include inquiries about:

- graduate studies for "burned out" teachers so they can take advantage of the Teacher Loan Program to become certified in critical shortage areas
- the teacher loan programs, in general, applications and how to complete them
- how to complete the FAFSA (Free Application for Federal Student Aid) forms, in particular, questions about reporting income
- what to do with the Student Aid Report (SAR) when it arrives, how to handle corrections that need to be made, and how to get duplicate copies of the SAR
- general scholarship, grant, and loan information
- career opportunities in teaching (i.e., special education as an alternative to early childhood education or elementary education)
- changing to an education major from some other career track due to Teacher Cadet experience
- financial assistance with application fees, tuition advance, room deposit, and travel to visit colleges
- the status of admissions, scholarships, financial aid, etc. at the college the client will be attending
- certification through the Critical Needs Certification Program and the Masters in the Art of Teaching option

College HelpLine Personnel

Serving his second year as the College HelpLine Specialist was David Norton, a science teacher and coach at Fort Mill High School. David's background in science and research assisted him greatly in developing a database to track College HelpLine contacts.

Quotes About the College HelpLine Program's Teacher in Residence

"Your enthusiasm for the profession is certainly evident. Thank you for sharing your wit, intellect, and life episodes with us...."

A College Partner

"You really did a wonderful job in presenting the College HelpLine information. Thank you for taking so much time with Dwight. It's people like you who can really turn kids on to teaching. Keep up the good work."

A Teacher Cadet Teacher

"The college information that you presented will be of real importance to these students. Thank you for sharing your experiences and wit with us."

A College Partner

"I would like to express my sincere appreciation to you for guiding me though my first financial aid workshop. You were certainly instrumental in the planning, execution, and follow-up of the workshop. In addition, the information you provided to both parents and students was valuable and timely in their future plans."

A new Guidance Counselor

"Thanks so much for the info... You have been very kind and very helpful with the process.

Thanks."

A Teacher Cadet parent

"Thanks to your answering a lot of my questions, I have had a real easy time. I am glad to find someone so kind and patient enough to work with a pesky senior like myself."

Thanks a lot,

A student

"Thank you for getting back in touch with me so quickly. I really appreciate your help."

Sincerely,

A student

During the 1993-94 school year, the College HelpLine Program accomplished the following:

- increased the number of contacts, especially those not involved with other Center programs
- expanded the College HelpLine computer database to improve tracking of clients assisted and provide more useful statistical information for evaluation purposes
- expanded contacts with the colleges and universities in South Carolina and other southeastern states to include not only admissions and financial aid officials but also housing and scholarship officials
- provided an extensive in-house training in financial aid to all Teachers in Residence which resulted in much-improved servicing of Teacher Cadet and ProTeam students during site visits
- produced and distributed a College HelpLine brochure for juniors and seniors in high school outlining steps for college admission and applying for financial aid
- worked with the Talent Search organization in presenting financial aid workshops to high school students and parents
- provided information for an article on the College HelpLine that appeared in *The State* newspaper's "College Guide for High School Students" that was printed in the August 8, 1993 edition of the newspaper
- provided 278 applications for the teacher loan programs to over 130 individuals
- prepared "packets" of information on many aspects of teacher education, college admissions, financial aid, etc. to be mailed to interested individuals
- offered computer based scholarship searches through SCOIS and CASHE
- increased the number of contacts to the HelpLine during the critical financial aid and scholarship months of August, November and February

Goals for the 1994-95 School Year

- Increase the number of contacts that identify their source of information as other than SCCTR personnel
- Work with black church leaders around the state to target African Americans
- Publish article/ad using *The Black News* organization to target African Americans
- Publish ProTeam/College HelpLine brochure for middle school students

In addition, the College HelpLine Program will continue to strive to reach more males. Approximately 25% of the calls in 1993-94 came from males – 8% higher than the current percentage of males teaching in South Carolina (17%). High school guidance counselors are a significantly important target group for communicating information about the teaching profession and the College HelpLine Program. Efforts will continue to increase the awareness of the program among this group. The College HelpLine Program has been especially successful in reaching students in the Teacher Cadet Program. Reaching students who are not enrolled in or who do not have access to a Teacher Cadet Program will be an area of emphasis. The Teacher Cadet teachers have been an invaluable resource in communicating information about the College HelpLine Program to students. They will continue to be provided up-to-date information about the financial resources at the Center to assist students with college visitation expenses.

College HelpLine Information for 1993-94

*Breakdown of education majors	Total Number	%
Education (no preference)	68	32.5
Secondary	60	28.7
Elementary	37	17.7
Early Childhood	7	3.3
Special Education (regardless of grade level)	33	15.8
Other	4	1.9

** Numbers should be considered conservative since students requesting Teacher Loan applications, in most cases were not asked to name their specific major.*

Other:

- Number of parents making initial contact - 50
- Number of Teacher Cadets contacting the HelpLine - 191
- Number of Teacher Cadets that stated they plan to teach - 88
- SAT score range for all contacts (not all clients report scores) - 500 to 1440*
- SAT score range for contacts indicating teaching as major (not all clients report scores) - 500 to 1400*
- Average SAT score of education majors contacting the CHL - 910*
- Average GPA for Teacher Cadet students contacting the CHL - 3.38 on a 4.0 scale*

** As reported by the student.*

How Clients Learned About the CHL *(see pie graph on next page):*

• Teacher in Residence/Teacher Cadet Teacher	45.2 %
• Unknown	22.7%
• CHL Activity (poster, pencil, workshop, etc.)	11.8%
• Guidance Counselor	9.3%
• *The State* Newspaper	6.5%
• Other (SDE, principal, friend, etc.)	4.4%

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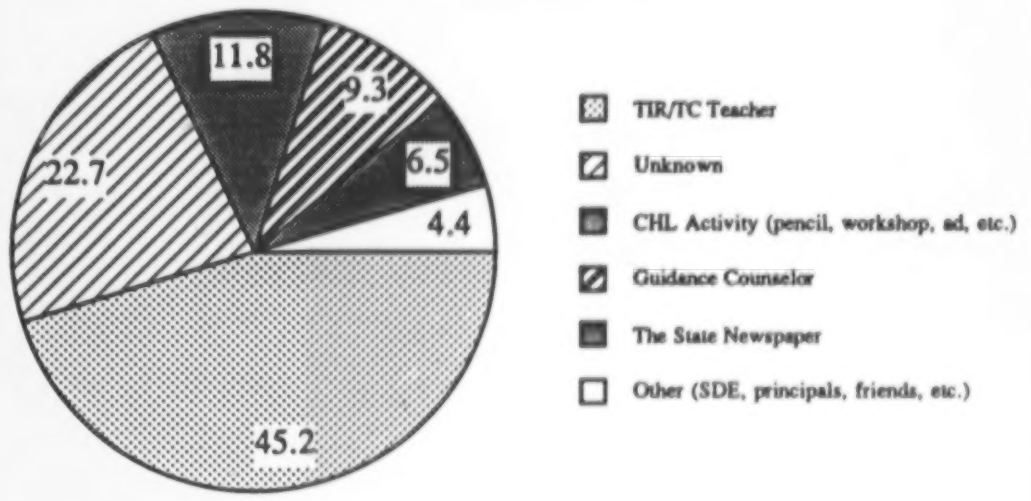
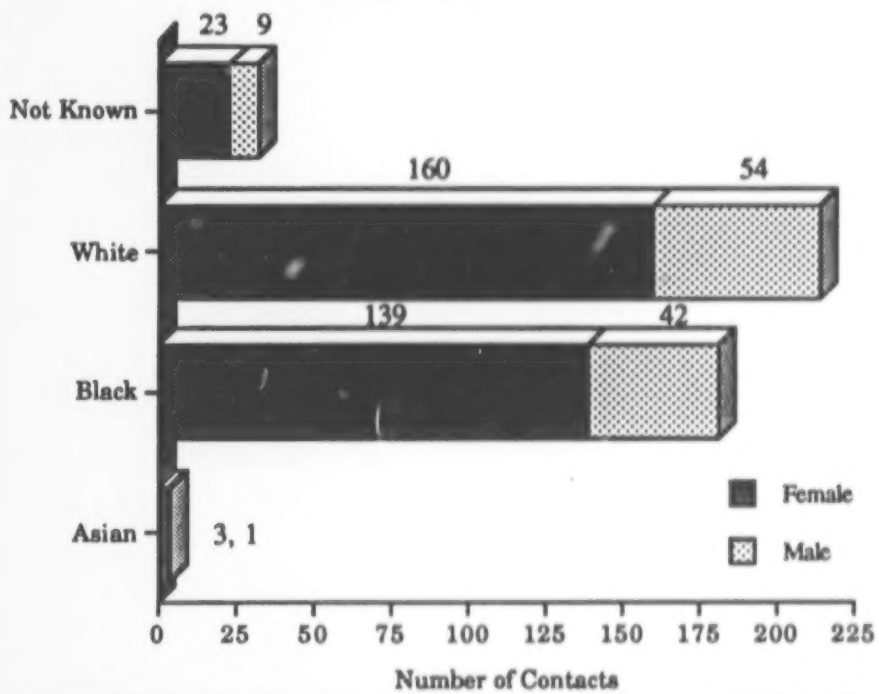
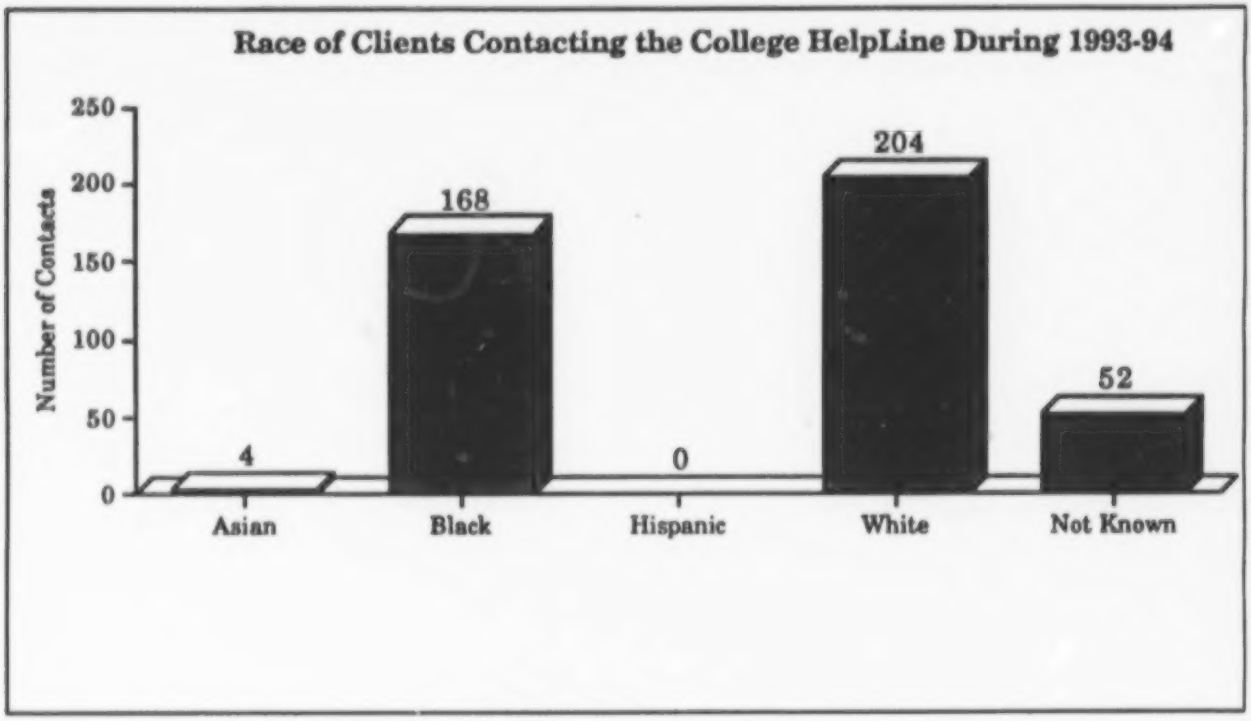
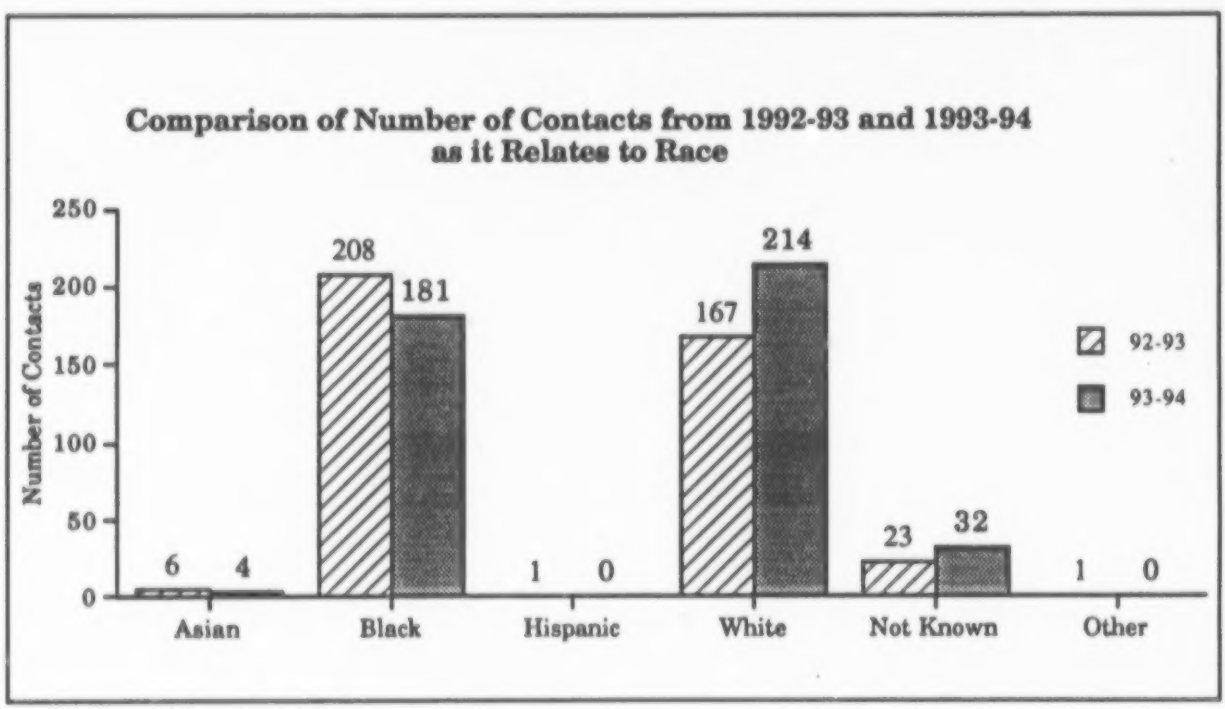
Source of Information about the College HelpLine as a Percent of Total Contacts

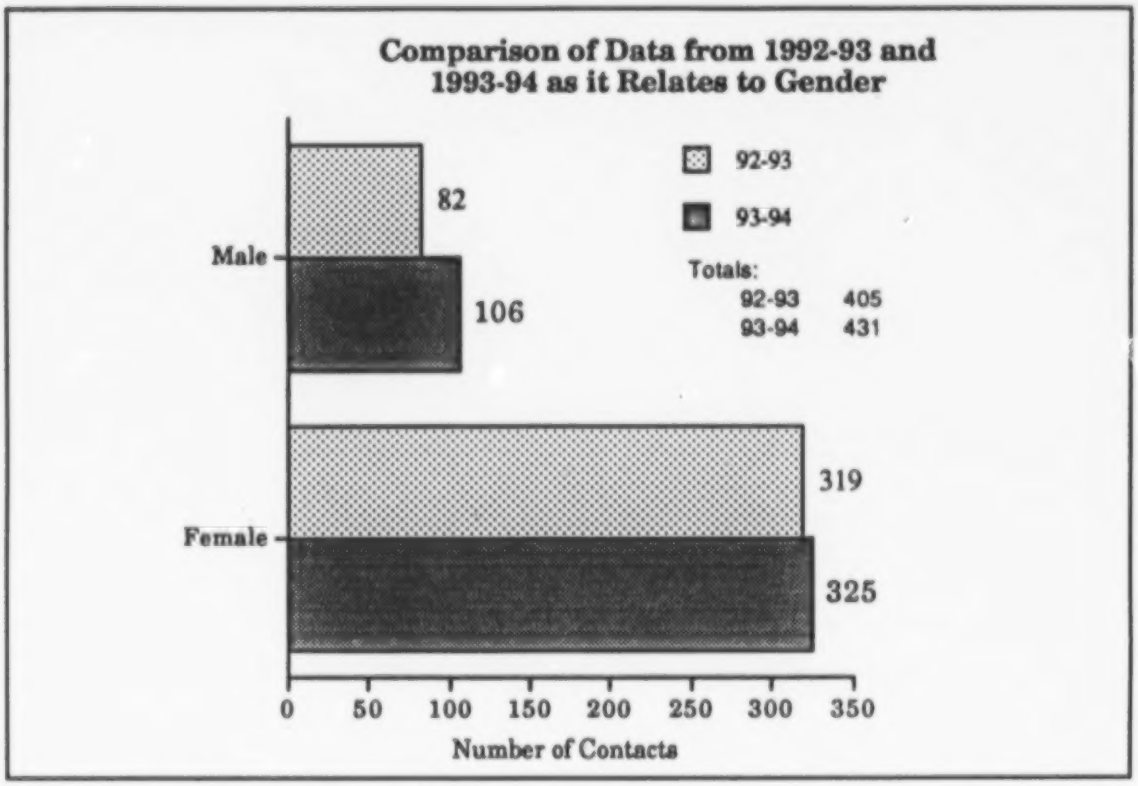


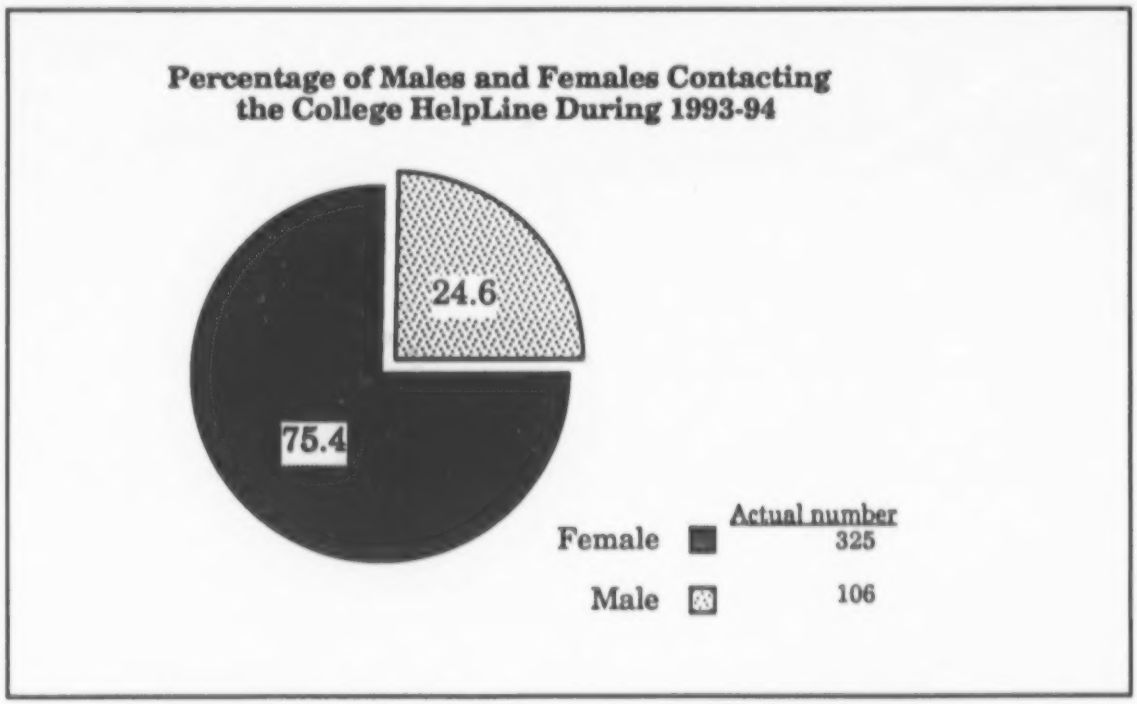
Race and Gender of Clients Contacting the College HelpLine During 1993-94

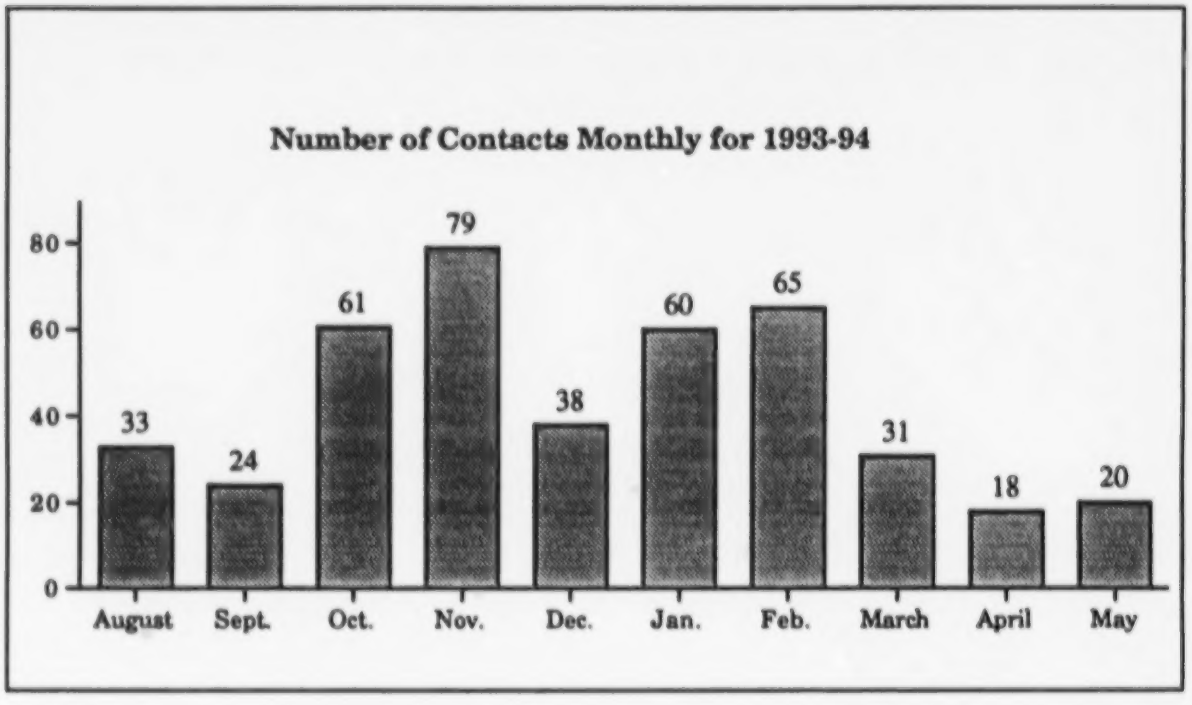


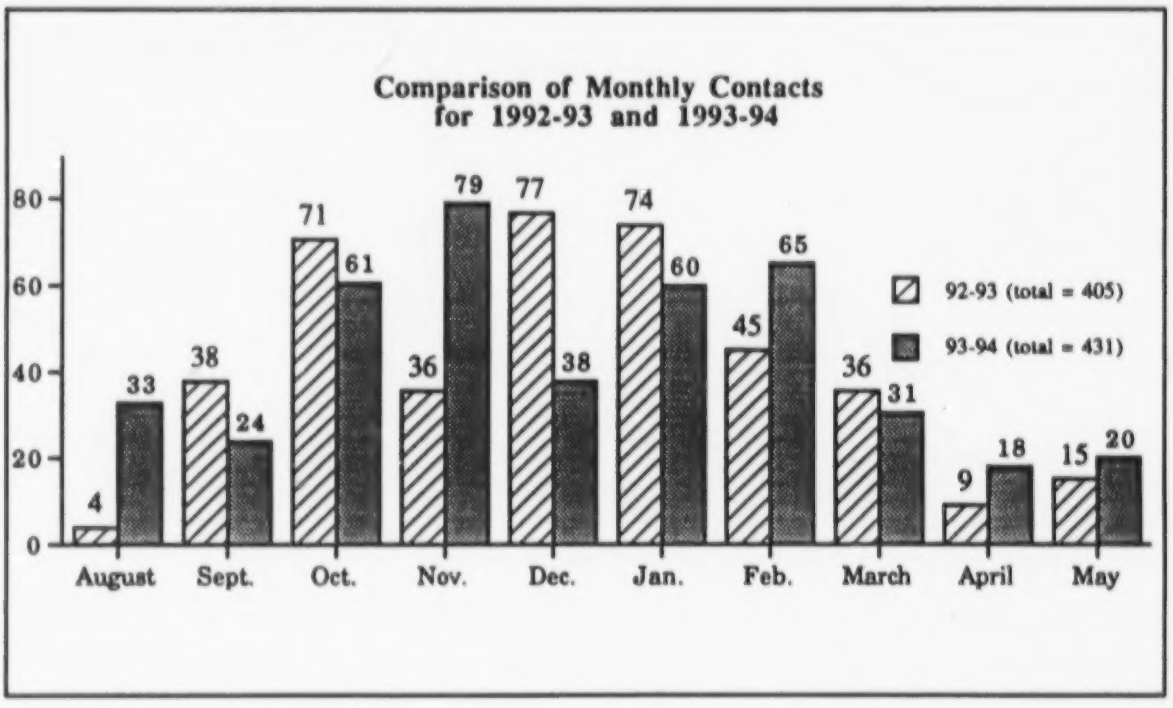

Race of Clients Contacting the College HelpLine During 1993-94
Number of Contacts
250
200
150
100
50
0
4
168
0
204
52
Asian
Black
Hispanic
White
Not Known


Comparison of Number of Contacts from 1992-93 and 1993-94
as it Relates to Race
Number of Contacts
250
200
150
100
50
0
6
4
208
181
1
0
167
214
23
32
1
0
92-93
93-94
Asian
Black
Hispanic
White
Not Known
Other


Comparison of Data from 1992-93 and 1993-94 as it Relates to Gender
92-93
93-94
Totals:
92-93 405
93-94 431
Male
82
106
Female
319
325
0 50 100 150 200 250 300 350
Number of Contacts


Percentage of Males and Females Contacting the College HelpLine During 1993-94
24.6
75.4
Actual number
Female 325
Male 106


Number of Contacts Monthly for 1993-94
80
60
40
20
0
33
24
61
79
38
60
65
31
18
20
August
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
March
April
May


Comparison of Monthly Contacts
for 1992-93 and 1993-94
80
60
40
20
0
4
33
38
24
71
61
36
79
77
38
74
60
45
65
36
31
9
18
15
20
92-93 (total = 405)
93-94 (total = 431)
August
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
March
April
May

Distribution of Teacher Loans by South Carolina Institutions

Public Institutions	1993 # of loans	1993 Amount of loans	1994 # of loans	1994 Amount of loans
Clemson University	235	$582,432	255	$781,795
Coastal Carolina	41	$108,823	30	$ 87,729
College of Charleston	134	$358,948	125	$448,747
Francis Marion University	86	$199,218	89	$297,379
Lander University	48	$112,357	79	$271,483
S.C. State University	10	$ 28,100	13	$ 47,537
The Citadel	27	$ 95,181	21	$ 73,187
USC - Aiken	40	$ 97,455	39	$116,855
USC - Columbia	258	$926,174	233	$932,288
USC - Lancaster	0	-0-	4	$ 4,487
USC - Salkahatchie	0	-0-	2	$ 634
USC - Spartanburg	32	$ 78,733	28	$ 88,022
USC - Sumter	7	$ 9,062	5	$ 12,420
USC - Union	0	-0-	0	- 0 -
Winthrop University	258	$630,839	272	$899,448

Private Institutions	1993 # of loans	1993 Amount of loans	1994 # of loans	1994 Amount of loans
Anderson College	21	$ 48,854	27	$ 96,077
Charleston Southern Univ.	13	$ 24,502	15	$ 53,589
Benedict College	0	-0-	1	$ 4,000
Central Wesleyan	16	$ 56,125	24	$ 98,875
Coker College	39	$114,550	36	$155,348
Columbia Int'l. College	0	-0-	3	$ 17,500
Columbia College	211	$553,529	209	$781,474
Converse College	73	$208,948	81	$311,122
Erskine College	32	$ 79,250	61	$186,770
Furman University	17	$ 47,175	42	$173,048
Limestone College	4	$ 13,500	4	$ 16,442
Newberry College	31	$ 58,167	27	$ 78,199
North Greenville	0	-0-	2	$ 2,625
Presbyterian College	40	$102,625	37	$126,312
Wofford College	2	$ 2,625	4	$ 16,625

South Carolina Teacher Forum

Mission: The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop teacher leadership among this outstanding group, to give teachers a voice in educational issues that face teachers today at all levels and to impact the professional development of other teachers by encouraging its members to facilitate the development of leadership skills among their peers. The Teacher Forum serves as a recruitment resource in supporting the South Carolina Center for Teacher Recruitment's other programs in an effort to retain the best and brightest teachers in the classrooms of South Carolina.

The Beginning...
The National Teacher Forum

In March 1986, the Education Commission of the States convened the first National Teacher Forum, bringing together 56 exemplary teachers to explore policy issues in education. The mission of this forum was "to shift the focus of the reform movement from teachers as objects of reform to teachers as partners in reform." At this National Teacher Forum, the teachers addressed the state of education in America's schools, the quality of work life in the teaching profession, the impact of recent state policies that affect teaching and the next steps policymakers needed to take to enable teachers to do their jobs more effectively.

Theresa K. (Terry) Dozier, 1984-1985 SC Teacher of the Year and the 1985 National Teacher of the Year and Cindy Carpenter, Lexington Five District Teacher of the Year, represented South Carolina educators. Returning home, Terry and Cindy, along with Dr. James Rex, then Dean of the School of Education at Winthrop University, immediately began working to establish the SC Teacher Forum to accomplish on a statewide level what the National Teacher Forum had done for teachers from across the country.

Established by the South Carolina Center for Teacher Recruitment as part of its mission to improve teacher retention, the South Carolina Teacher Forum offers the outstanding teachers from across South Carolina experiences in professional development, discussions on national, state, and local educational issues and dialogue with key leaders and policymakers about a variety of topics affecting the educational system.

The South Carolina Teacher Forum is a voluntary, non-partisan organization unaffiliated with any other teacher organization in the state. Membership in the South Carolina Teacher Forum is limited to teachers of the year from all South Carolina school districts which select such an individual. Since the Forum was organized in April 1986, membership has grown to over 400, with approximately 60 new members added each year.

The South Carolina Teacher Forum is chaired by the current South Carolina Teacher of the Year, who heads a 15-member Leadership Council selected annually by Forum members. Each year, The Leadership Council determines the issues for exploration at upcoming conferences and invites speakers and conference presenters with expertise in those issues for conference functions. Forum speakers have included Dr. John Goodlad, Dr. Patricia Wasley and Dr. Phillip Schlechty. Finally, The Leadership Council publishes each year's conference results in a product which summarizes the conferences' issues and which is shared with South Carolina Teacher Forum members and key education policymakers throughout the state. Two recent South Carolina Teacher Forum products of significance were the Business Roundtable report, *Face to Face*, which brings together key business leaders and the state's teachers of the year to discuss educational improvement, and *Teacher Voices*, a documentary of the evolving leadership roles that teachers are assuming.

The successes of the South Carolina Teacher Forum and its positive, constructive format have resulted in the formation of seventeen local and regional teacher forums representing 35 school districts, with other districts and regions requesting information on starting their own local forums.

Through this state-wide network of South Carolina's most outstanding teachers, the South Carolina Teacher Forum seeks further professional development opportunities for these teachers to impact on South Carolina's educational systems through interaction with policymakers, business leaders and most importantly, other teachers.

A Brief History of South Carolina Teacher Forum Activities

1993 - 1994 SC Teacher Forum

- Served as a national model for states desiring to initiate state Teacher Forums by presenting information at the Goals 2000 National Teacher Forum
- Served as a consultant to other states, including Georgia, Alaska, Alabama, South Dakota, Pennsylvania, Washington, Florida and Utah in their efforts to initiate state Teacher Forums
- Created a database of Teacher Forum membership to serve as a resource network, accessing teachers with specific areas of teaching expertise
- Published *Teacher Voices: A Call for Teacher Leadership*
- Published a monthly column in *Quest*, South Carolina's Education Newspaper
- Hosted regional dialogue sessions for

local teacher forums with State Superintendent of Education Dr. Barbara Nielsen

- Sponsored platform presentation by declared candidates for State Superintendent of Education
- Enhanced technical assistance to local forums through networking of SCCTR's Teachers in Residence
- Assisted in the establishment of four new local Teacher Forums
- Included key policymakers, such as Dr. Barbara Nielsen, Dr. Valerie Truesdale and Pamela Pritchett from the State Department of Education, Dr. Carol Stewart and Ellen Still from the House and Senate Education Committee staff, Jim Gilstrap of SCEA and Dr. Elizabeth Gressette of PSTA in Teacher Forum Leadership Council meetings
- Recommended improvements in state preservice education programs to the South Carolina Education Dean's committee
- Provided access to Milliken Training opportunities to members of Teacher Forum Leadership Council
- Established a state chapter of National State Teacher Of the Year (NSTOY) for past state teachers of the year
- Obtained $1,000 donation from SouthEastern Regional Vision for Education (SERVE) for the South Carolina Teacher Forum
- Initiated improvements in the state teacher of the year program through recommendations of a Teacher Forum advisory committee
- Revised Teacher Forum Handbook
- Revised Teacher Forum By-Laws and Constitution
- Provided participation agreement forms for local forums

1992-1993 SC Teacher Forum

- Conducted bi-monthly meetings with South Carolina's State Superintendent of Education, Dr. Barbara Nielsen, to share the teacher perspective on current educational events/trends
- Hosted and co-sponsored with SC Department of Education, Commission on Higher Education and the National Board for Professional Teaching Standards South Carolina's first statewide forum on the development of national teaching standards. A panel made up of teachers, legislators, businessmen, State Superintendent of Education Dr. Barbara Nielsen and Commissioner on Higher Education Fred Sheheen reacted to a presentation by Ms. Yolanda Rodriquez, NBPTS Teacher in Residence and Joe Delaney, SC representative on the NBPTS board
- Emphasized the role of teachers as leaders in educational reform
- Coordinated a course in curriculum leadership for members of the Leadership Council with Dr. Barnett Berry of

USC, which included writing for publication a teacher leadership document, *Teacher Voices*

- Investigated issues of teacher leadership with Ms. Terry Dozier, 1985 National Teacher of the Year and currently Special Advisor to Secretary of Education Dick Riley, and the need for the development and support of local forums throughout SC

- Coordinated four regional conversations between local forums and Dr. Barbara Nielsen including a statewide televised question and answer session with School District Five of Lexington and Richland Counties and Richland One local teacher forums

- Led effort to have State Teacher of the Year selection take place in spring so Teachers of the Year can serve a school year rather than a calendar year. This change was approved by the State Department of Education and took effect in the spring of 1994.

- Formed a committee of Teacher Forum members who will examine other aspects of the selection process and criteria for State Teacher of the Year selection

- Hosted South Carolina State Teacher of the Year finalists' luncheon which was preceded by a meeting of former SC Teachers of the Year to explore avenues for their continued involvement and leadership in education issues

- Provided support, including speakers, facilitators, and professional development materials for 14 local forums on an as needed basis

- Revised local forum handbook to assist teachers in establishing local forums

- Assisted with the development of two new local Teacher Forums

- Published an article in *Palmetto Administrator* on the critical role of teacher retention in teacher recruitment, highlighting the efforts of the Georgetown County School District local teacher forum

1991-1992 SC Teacher Forum

- Developed SC Teacher Forum logo

- Produced and submitted two grant requests to a regional educational foundation for additional funds to expand SC Teacher Forum activities

- Created and initiated publication of a quarterly newsletter mailed to all SC Teacher Forum participants since 1985

- Assisted with the development of four new local teacher forums

- Revised and expanded Local Teacher Forum Training Handbook for use by teachers who wish to begin their own local forums

- Emphasized the role of information age technology in the classroom during a two-day "Leap into the 21st Century" Teacher Forum conference with the assistance of Gail Morse, award winning technology teacher and Christa McAuliffe Scholar

1990-1991 SC Teacher Forum

- Printed and distributed to key educational and business leaders the report *Face to Face: A Business Roundtable Report* produced by the 1988-1989 SC Teacher Forum
- Continued emphasis on state and national restructuring movements
- Participated in dialogue sessions and question and answer periods with nationally recognized education reformers Dr. John Goodlad and Dr. Phillip Schlechty
- Explored current state initiatives in school reform and restructuring through presentations by SC's only school participating in the Coalition of Essential Schools project and three schools currently restructuring through the programs sponsored by The SC Center for the Advancement of Teaching and School Leadership
- Conducted a question and answer period with South Carolina's State Superintendent of Education, Dr. Barbara S. Nielsen
- Attended The National Education Goals Awareness Symposium where presentations were given by Christopher Cross, Assistant US Secretary for Education, and David Hornbeck, Board Chairman of The Carnegie Foundation for the Advancement of Teaching

1989-1990 SC Teacher Forum

- Identified the need for information about the state and national movements in educational restructuring
- Explored issues of school change and teacher leadership in the first ever two-day SC Teacher Forum conference
- With Dr. Patricia Wasley, investigated current restructuring experiments across the country, such as Ted Sizer's Coalition of Essential Schools at Brown University

1988-1989 SC Teacher Forum

- Identified open and frank communication with business leaders as a top priority
- Sponsored a two-hour discussion with key business leaders from throughout South Carolina centering around three topics: "What Business Needs to Know about Schools," "What Teachers Need to Know about Business" and "How Business Can Help Schools"
- Wrote and readied for later publication key presentations and discussion points from above mentioned dialogue called *Face to Face: A Business Roundtable Report*

1987-1988 SC Teacher Forum

- Assembled panel of experts to explore implications of basic skills testing and accountability
- Participated in a two-hour dialogue with experts on basic skills testing and accountability
- With SC ETV, produced a 90-minute edited videotape of this important discussion of basic skills testing and accountability

- Published a special four-page supplement in SC Department of Education's publication *South Carolina Schools* which summarized critical points on testing issues and provided information about the SC Teacher Forum

- Produced transcript of above mentioned videotape for distribution to interested persons

- Received funds from a grant request to SC Committee for the Humanities to fund a future SC Teacher Forum project

- Compiled a notebook of local and state teacher forum information

1986-1987 SC Teacher Forum

- Identified top priority issue as "gaining the time to teach our best"

- Published the report booklet, *A Teacher Prepared*, which dealt with paperwork and non-instructional duties

- Produced two videotapes of teachers and legislators discussing the issues of paperwork and non-instructional duties

- Forum members invited legislators to spend half-day visits in their schools to view "the real life of the school"

- Hosted Bob Palaich and Shirley Wells of the Education Commission of the States at the Forum's annual conference

LOCAL/REGIONAL
TEACHER FORUMS
updated 8/2/94

Aiken County Teacher Forum

Berkeley County Teacher Forum

Charleston County Teacher Forum

Chesterfield County Teacher Forum

Clarendon District 2 Teacher Forum

Darlington County Teacher Forum

Dorchester District 2 Teacher Forum

Georgetown County Teacher Forum

Greenville County Teacher Forum

Horry County Teacher Forum

Lexington District 5 Teacher Forum

Newberry County Teacher Forum

Oconee County Teacher Forum

Pee Dee Regional Teacher Forum

Richland District One Teacher Forum

Rock Hill Teacher Forum

Sumter District 17 Teacher Forum

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1985-1986 SC Teacher Forum

- Shared ideas and experiences in first ever SC Teacher Forum conference
- Compiled report outlining "Things that Teachers Appreciate" and "Areas that Need the Attention of Policymakers"
- Published and distributed the report to legislators, district school superintendents and other state leaders
- Pledged to "do our part in creating a renaissance of teaching"

Job Bank

Mission: The purpose of the Teacher Job Bank is to provide the public school districts of South Carolina with qualified teaching applicants when needed; to facilitate teachers in their search for positions within the public school districts and to help meet the need for teachers in South Carolina's critical need areas, both subject and geographic.

The Center began to develop its Teacher Job Bank during the 1987-88 school year after it received frequent inquiries from in-state and out-of-state teachers seeking job placement services. Similar inquiries were received from school district administrators and principals looking for teachers in hard-to-find certification areas. In the beginning the Job Bank service was a modest effort to trade information between districts and teachers who contacted the Center asking about available openings or personnel.

In the spring of 1986-87, the Center began advertising in several state daily newspapers, inviting teachers to list their availability for openings. The strong demand prompted the Center to seek funds to purchase computer hardware and software to manage the data more efficiently and to add a staff member to oversee the Job Bank and provide a prompt response time. This funding request was approved and the necessary monies were included in the Center's 1987-88 budget. The Job Bank became fully operational in April 1988.

Month	1994	1993	1992	1991	1990	1989
January	536	436	610	408	522	313
February	447	455	485	375	442	353
March	612	555	733	541	346	179
April	1979	2040	2088	2696	505	347
May	1692	1430	1572	1021	746	818
June	1368	1116	1199	904	577	452
July	722	843	844	897	487	376
August		749	676	661	471	360
September		341	404	343	210	473
October		331	299	328	224	262
November		268	320	287	228	139
December		211	239	255	158	119
Total		8,775	9,469	8,716	4,916	4,191

Job Bank Mail and Telephone Inquiries - A 6-Year Comparison

The Job Bank is supported by the State Department of Education's teacher certification office which sends a notice of the service to all individuals seeking initial teacher certification in South Carolina. The Center also publishes weekly classified ads in the Greenville, Columbia and Charleston newspapers. Thousands of teachers across the nation who receive information about the annual South Carolina EXPO for Teacher Recruitment also receive an invitation to list in the SCCTR Job Bank.

During fiscal year 1993-94, almost 2,000 teachers listed with the Job Bank. Another 9,377 additional teachers requested job listings without formally enrolling in the Job Bank. Almost 1,100 job openings were listed by school districts during FY 93-94. Eighty of the 91 school districts (an increase of ten from the 1992-93 school year) and several special schools used the service to list openings or to obtain the names of available teachers.

In 1989 the Center contracted with Blackwater Associates of Columbia to conduct an informal survey of school districts to determine the effectiveness of the Job Bank and to recommend improvements. The report found that the "use of the Job Bank is accepted among a majority of district personnel administrators in the state," but concluded that the use of the Job Bank varied widely from district to district, based on each district's severity of need and its willingness to develop a comprehensive program of teacher recruitment. The current usage of the Job Bank continues to validate these findings.

The study noted that a minority of districts choose to list most or all of their job vacancies in the Job Bank, while a majority of districts limit their listings to the most hard-to-find certification areas (e.g., special education, foreign language, speech correction, industrial technology). The Job Bank was most useful when it brought teachers in hard-to-find certification areas into contact with these districts. This happened most frequently with out-of-state teachers, who sought out the Job Bank early in their job searches.

It was clear from the Blackwater report and from SCCTR's regular contact with school personnel administrators that the Job Bank would be most effective if it increased its listings in the critical subject areas. Mailings were also sent directly to out-of-state students expected to become certified in critical need subject areas. Approximately 713 teachers from 39 states and three foreign countries attended the sixth annual EXPO where Job Bank applications were distributed. Many teachers listed their names with the Job Bank as a result of the EXPO job fair. These efforts resulted in an increase in in-state and out-of-state listings in both critical and non-critical areas.

SCCTR implemented a national WATS line in 1990 which makes it easy for out-of-state teachers to make initial contact with the Center. This WATS line number is included in the South Carolina EXPO brochures, more than 45,000 of which are distributed to colleges across the United States. The WATS number was also included in national classified ads in *Multicul-*

Job Bank Statistics 1993-94
Mail and Telephone Inquiries

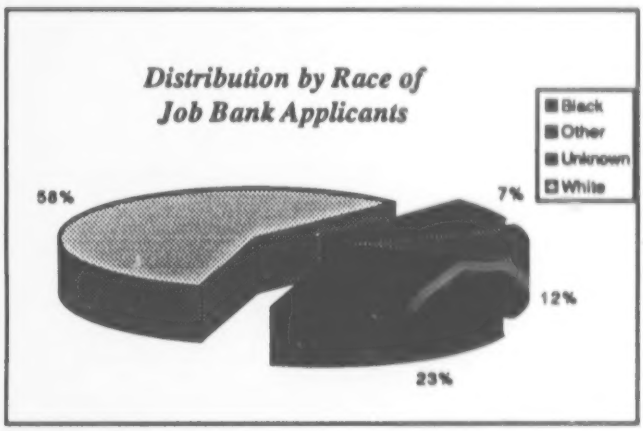
Month/Year	Total	Out-of-state	CNCP	EXPO
July-93	843	356	21	0
August-93	749	272	17	0
September-93	341	126	9	0
October-93	331	131	6	0
November-93	268	102	8	0
December-93	211	71	1	0
January-94	536	232	6	3
February-94	447	221	13	27
March-94	612	346	14	231
April-94	1979	1671	20	1482
May-94	1692	1110	9	719
June-94	1368	809	11	431
Total	9,377	5,447	135	2,893

tural Magazine, the *Boston Globe, Chicago Tribune, New York Times, Washington Post, Miami Herald, Atlanta Constitution*, and newspapers in Birmingham, Alabama; Jackson, Mississippi; Columbia, South Carolina; Richmond, Virginia; Louisville, Kentucky; Charlotte, North Carolina; Memphis, Tennessee; Charleston, West Virginia; Hartford, Connecticut, Portland, Maine; Detroit, Michigan; Manchester, New Hampshire; Cleveland, Ohio; Buffalo, New York and Philadelphia, Pennsylvania.

The Job Bank helps the school districts of South Carolina meet their immediate needs for teachers in critical need subject areas. Job Bank application packets are distributed free of charge to any individual, school or organization requesting them and include information about South Carolina's teaching shortages as well as surpluses. Also included is the current South Carolina Teaching Vacancies List, published on the first and 15th of each month.

The Teacher Job Bank is often a first contact for a teacher in a much-needed subject area. The Job Bank gives some basic information about South Carolina certification, and directs the teacher to the proper sources for more details. It also provides names, addresses and phone numbers for all 91 districts' personnel contacts.

The Teacher Job Bank helps small rural districts by providing them access to the many teaching candidates listed on the Job Bank. Some teachers specify on their application a preference to work in a rural area.



The Job Bank will become increasingly important as we assist former Teacher Cadets and ProTeam students in finding jobs in South Carolina. The Job Bank application has recently been revised to request information about involvement in the Teacher Cadet Program. This information will help us track availability and placement of former Teacher Cadets.

South Carolina EXPO for Teacher Recruitment

Mission: The purpose of the South Carolina EXPO for Teacher Recruitment is to match teachers seeking positions with school districts seeking teachers.

The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs, rather than long-term needs, as do the Teacher Cadet and ProTeam Programs sponsored by the Center. Since South Carolina is currently providing only about 50-55% of its own teachers, this effort is an important one. The Center invested its staff time and financial commitment in support of South Carolina's sixth annual national teacher recruitment fair.

The sixth annual job fair, known as the South Carolina EXPO for Teacher Recruitment, was held in Columbia, June 29-30, 1994. The EXPO was co-sponsored by SCCTR, the South Carolina Association of School Personnel Administrators, the Career Center at the University of South Carolina and the State Department of Education's Office of Teacher Certification. Janice Poda was the co-chair of the 1993-94 EXPO steering committee with Alisa Mosley of the University of South Carolina Career Center. Members of the committee were Bill Baylor, Don Beers, Patricia Buckner, Tommy Burbage, Dawn Busa, Mattie Dillon, Naomi Dreher, Albert Eads, Jr., Erin Hardwick, Pam Jenkins-Walker, Susan Ramsey Johnson, Elmer Knight, Gwen Smith, James Turner, and Ray Wilson, Jr. Serving as a consultant was Brenda Williams of 501 Productions.

	1994	1993	1992	1991	1990	1989
Number of Districts Participating	43	52	55	64	59	49
Number of Applicants	870	791	1,119	848	371	282

The Center assumed responsibility for all state and national publicity, including media contacts, answering over 3,000 mail and telephone inquiries, and developing and distributing posters and 45,000 brochures promoting the EXPO. During the EXPO itself, SCCTR staff members sponsored an on-site booth where teachers could sign up for the SCCTR Teacher Job Bank. Staff members provided general staff support for the conference and on-site registration and published an EXPO Teaching Vacancies list, utilizing the Center's Job Bank computer. A list of all applicants who registered for the EXPO was made available to personnel directors before they left the event.

Forty-three South Carolina school districts took part in the EXPO, with 713 teachers attending from 39 states and three foreign countries. Eight hundred seventy (870) teachers actually registered and received materials about the EXPO and the Center. An evaluation by participating school districts gave this year's EXPO high marks.

Participation Rates of School Districts

Six out of six EXPOs - 34 districts (37%)
Five out of six EXPOs - 8 districts (9%)
Four out of six EXPOs - 8 districts (9%)
Three out of six EXPOs - 5 districts (5%)
Two out of six EXPOs - 10 districts (11%)
One out of six EXPOs - 8 districts (9%)
Never participated - 17 districts (19%)

Phone Reponses to Newspaper Ads

Week of April 10-15, 1994

Day	1994	1993	1992
Sunday	96	105	107
Monday	590	484	388
Tuesday	240	246	255
Wednesday	156	112	125
Thursday	116	81	101
Friday	74	62	61
Total	1272	1090	1037

Week of May 9-13,1994

Day	1994	1993	1992
Sunday	n/a	27	40
Monday	287	150	224
Tuesday	92	77	136
Wednesday	109	43	111
Thursday	70	34	48
Friday	58	13	58
Total	616	344	617

Responses by Location in Cities Where Newspaper Ads Were Placed

Week of April 10-15, 1994

Hartford, CT	56
Portland, ME	19
Detroit, MI	53
Manchester, NH	5
Cleveland, OH	82
Providence, RI	89
Chicago, IL	49
Boston, MA	121
New York, NY	157
Buffalo, NY	166
Philadelphia, PA	119

Responses by Location in Cities Where Newspaper Ads Were Place

Week of May 9-13, 1994

Birmingham, AL	5
Atlanta, GA	34
Jackson, MS	11
Columbia, SC	34
Richmond, VA	28
Washington, DC	67
Miami, FL	45
Louisville, KY	17
Charlotte, NC	19
Memphis, TN	8
Charleston, WV	21

Advertising and Marketing

Mission: The purpose of the Advertising and Marketing campaign produced by the South Carolina Center for Teacher Recruitment is to create an attractive and realistic picture of teaching in South Carolina.

When the Center was first started, with the assistance of Semaphore Inc., a Columbia advertising agency, and Blackwater Associates, a Columbia marketing research and public opinion surveying firm, the Center developed a research-based advertising and marketing program.

The need to improve the academic quality of the teacher supply pool is of prime concern in developing marketing strategies for all the Center's target audiences. Teaching is presented as a challenging occupation, where creative and quick-witted people will find job satisfaction. All advertising is sensitive to the particular need to recruit black and male teachers.

Research suggests that a "good teacher" is not only academically well prepared and qualified but is an individual who feels some call to public service, some desire to work with children and some need to nurture or instruct. A good teacher must also be able to discipline children and survive in the very active environment of a public school.

In an effort to present the teaching profession honestly and to attract teachers with the "right stuff," the Center recognizes the need to show some of the "warts" of the profession as well as the "perks" — much as the Peace Corps does in its "toughest job you'll ever love" campaign.

The Center also recognizes the need to counteract the prevailing attitude among many young people that teaching is a low-status job. The Center's distinctively styled logo and the design of its printed and audio-visual materials project a first class, professional image that is in keeping with the need to upgrade the image of teaching.

The Center's marketing program is keyed to a toll-free teaching careers hotline, where individuals can obtain information about a variety of teacher training options and receive counseling from the Center staff. The Center uses brochures, newspaper advertising, press releases and personal appearances to market the availability of the hotline service. A number of Center fliers and brochures describe various teacher training options, provide college contacts

and explain certification requirements. The Center also provides information that promotes the state's Teacher Loan Program, the Governor's Teaching Loan Scholarship, the Paul Douglas Teaching Scholarship and the Critical Needs Certification Program.

The Center's Job Bank Teaching Vacancy list is published monthly in the State Department of Education's monthly newspaper, *Quest*, which is distributed to all public school teachers and administrators, a readership of 45,000, throughout the state. The vacancy list is also published twice monthly by the Center and distributed to hundreds of callers.

In brief, the Center's target audiences include middle school students, high school students, college students and adults. In each of these recruitment categories, the emphasis is on recruiting individuals with sufficient academic and interpersonal skills to survive the state's rigorous certification process and to make good teachers.

As was the case during previous years, newspaper advertising figured most prominently in the Center's 1993-94 marketing efforts. The Center ran a weekly Sunday classified ad in the state's three largest dailies promoting the Teacher Job Bank and did additional advertising out-of-state.

The EXPO campaign, aimed at attracting out-of-state teachers, has produced about 2000 inquiries annually from teachers throughout the U.S. Again this year, a comprehensive registration packet giving detailed information about EXPO and Columbia, the host location, was developed by Center staff and provided for applicants. The package also included information about South Carolina and an invitation to call the Center and discuss particular areas of opportunity in the state.

With the downsizing of the military, the Center was contacted by the Pentagon and asked to assist retiring military personnel with information about teaching careers. The packets of information were sent to almost 200 retiring members of the Armed Forces who had expressed an interest in teaching in South Carolina. The response was significant and the Pentagon responded by asking for packets to put in every U.S. military base in the world.

Programmatic t-shirts and sweatshirts, as well as shirts designed by the participants in the Summer Teaching Careers Institute, are used widely to market the teaching profession. The Center also uses other symbols such as lapel pins, note pads, stationery, note cards and folders to build an awareness of the programs sponsored by the Center. Mugs and watches have recently been added to the items the Center uses for marketing.

Print materials are written for the various audiences served by the Center. This year a brochure describing a brief history of the Center and all Center-sponsored programs was developed. A fact card was also developed that gives the viewer quick facts about the Center. All ProTeam and Teacher Cadet students are given membership cards with the Center's toll-free number and the logos of all the programs to carry in their wallets.

The Center's written materials have become valuable tools in assisting other states that are interested in starting teacher

recruitment programs. In addition to the written material, the Center is also in the process of developing a video tape to assist out-of-state contacts with recruiting students for the Teacher Cadet Program. Filming of each curriculum section was conducted this spring and will be available for distribution in 1994-95. A video tape describing the ProTeam Program was developed this year in cooperation with the South Carolina ETV network. The Center already has a video tape of the Teacher Cadet Program that it uses for marketing the Program both in state and out of state.

Center Point.

Mission: The purpose of the newsletter is to recognize outstanding programs and individuals, while informing readers about issues relevant to the South Carolina Center for Teacher Recruitment.

In previous years, the South Carolina Center for Teacher Recruitment published separate newsletters for separate programs. For example, members of the Teacher Cadet network received a newsletter entitled *CadetNet*. Because the Center adopted a new regional model for the school year 1993-94, it also developed a new format for the newsletter to facilitate networking among its various programs. The staff selected the new name *Center Point*. Every issue includes the Center's mission statement written in the fall of 1993. Each newsletter lists not only the staff members' names and titles but also a calendar of important upcoming events.

Each issue consists of an "outer shell" plus program inserts. The outer shell contains information of interest to policymakers, friends of teacher recruitment and teachers and students who participate in Center-related programs. Program inserts contain more specific information for individual programs such as Teacher Cadet, ProTeam, and Teacher Forum. The program-specific inserts are printed on different colors of paper designated for each program.

Articles are selected to serve a variety of purposes:-

- To announce (upcoming events, winners of awards, etc.)
- To inform (updates on school, state and national issues)
- To inspire (personal stories about exceptional educators and students)
- To recognize (highlighting of outstanding activities and achievements)
- To summarize (condensed content from articles, productions, conferences)
- To persuade (evidence that a technique is worthy of support)
- To entertain (humorous anecdotes, captions)
- To request (information or suggestions pertaining to Center's activities)

The newsletter is mailed quarterly to:

- Teachers of ProTeam and Teacher Cadet Programs
- College Partners
- Teacher Forum Members
- Policy Board and Task Force Members
- Friends of the Center

Articles are written by the SCCTR staff, including Teachers in Residence, as

well as Teacher Forum members, Teacher Cadet and ProTeam instructors and their students. Teacher in Residence Virginia Ward served as the 1993-94 editor and publication specialist, and Director Janice Poda used computer technology to format the newsletter.

After receiving the first issue of *CenterPoint.*, Teacher Cadet and ProTeam teachers, College Partners, and Teacher Forum members were asked to give the Center feedback on the following issues:

- Purpose of the newsletter
- Frequency of publication
- Preferred length
- Designated authors
- Format of newsletter
- Use of the newsletter
- Quality of first *Center Point.* issue

The following conclusions were drawn from the feedback:

- Most readers indicatd the newsletter's purpose should be to provide information about the SCCTR's activities and highlight successes of individuals, classes and programs of the Center. Readers were least interested in book reviews.

- By far, respondents prefer four rather than three issues yearly and a shorter issue, four to six or six to ten pages — not longer.

- It is the general consensus that the SCCTR staff write the newsletter, accepting articles written by teachers and students as well.

- Generally speaking, the inclusive format versus the insert format is not a major issue to the readers.

- Overall, the scores on the first issue of *Center Point.* were very high. The content of the articles was rated as being the most important aspect of this quarterly publication.

- Respondents felt the newsletter's primary purpose is to inform teachers of educational issues. The Center's staff can promote ways to use the newsletter, especially regarding student use.

In February, a focus group made up of seven Teacher Cadet instructors met to discuss the newsletter and give further feedback. Perhaps the most valuable suggestion made was to have students take a more active part in creating and using the newsletter. For example, a group of cadets could conduct surveys or interviews and then publish their findings in a report. It is also the hope of the Center's staff that teachers will use the newsletter, not just for their personal knowledge, but will also make copies of selected sections for students to use as resource materials or to generate discussions and/or assignments. It was suggested that the newsletter can be shared or posted to benefit fellow faculty members within schools and colleges.

Issues of the newsletter were distributed in October, January, March and May. Copies of newsletters were often provided as handouts in folders when teacher trainings and conference presentations were given both in state and out of state. The newsletters have promoted positive public relations on behalf of the Center throughout South Carolina and the nation.

Teacher in Residence

Mission: The purpose of the Teacher in Residence Program is to identify outstanding teachers and provide them with a fellowship to work in teacher recruitment for the Center, to develop teacher leadership and to provide support for recruitment programs.

The Center began offering a fellowship to a "Teacher in Residence" during its first full academic year of operation in 1986-87. Barbara Deery, a teacher and counselor at Richland Northeast High School, was selected from a group of outstanding applicants for the position. Ms. Deery took leave from her school district, and the Center provided her district with monies to cover her salary and fringes. Ms. Deery took primary responsibility for on-site support of the Center's Teacher Cadet sites and helped coordinate Teacher Cadet teacher training.

The Center's Teacher in Residence Program has become the model for numerous other agencies and organizations. An article on the Teacher in Residence Program was published in the March 1993 issue of *Educational Leadership.*

Teachers in Residence make presentations or serve as facilitators in numerous activities dealing with minority recruitment and other professional issues which have included, during 1993-94, diversity of the work force, diversity in the classroom, empowering teachers and students through positive self-esteem, multicultural sensitivity and teaching as a profession. The audiences included pre-service education majors, undeclared college students, critical teaching needs graduates, educators of all levels, personnel administrators and district minority recruitment committees.

During 1993-94, seven teachers in residence worked with the various Center programs. The ProTeam Program was staffed by Teacher in Residence Bernice Davis-Cooper, a middle school teacher from Williamsburg County who taught one of the pilot ProTeam classes. Mrs. Davis-Cooper, ProTeam Specialist, joined the Center in 1993-94 and will return to the classroom at Chavis Middle School in Williamsburg County at the end of the 1994-95 school year.

Cleo Richardson, Minority Recruitment Specialist, was a social studies teacher and coach from Marion High School. Mr. Richardson was Marion One's Teacher of the Year in 1991. He has served as a member of the Teacher Forum Leadership Council for the last three years. At the end of the 1993-94 school year, Mr. Richardson

will return to Marion School District One to serve as a principal apprentice.

A sabbatical for the state teacher of the year was added during 1991-92. Dodie Magill, 1993 and 1994 South Carolina Teacher of the Year, joined the Center staff in January 1993. Mrs. Magill is a kindergarten teacher from Pelham Road Elementary School in Greenville County. As State Teacher of the Year, she traveled across the state as an ambassador for the teaching profession. She served on numerous committees and was often asked to assist policymakers with laws and regulations affecting teachers. Mrs. Magill was instrumental in the passage of the Early Childhood Education Assistance Act during the 1993 legislative session. During the 1993-94 school year, Mrs. Magill launched a public awareness campaign to celebrate the 25th anniversary of public kindergarten in South Carolina and to seek support to make public kindergarten full-day with lower pupil-teacher ratios.

In addition to her duties as chair of the South Carolina Teacher Forum, Magill spent time assisting Terry Dozier in her efforts to facilitate the development of local forums by the State Teachers of the Year. At the end of the 1993-94 school year, Mrs. Magill will return to Greenville County School District where she will teach Reading Recovery and assist the district with its parent involvement programs. The 1991 South Carolina Teacher of the Year, Nancy Townsend, served as a Teacher in Residence until January 1992 at which time she was replaced by the 1992 State Teacher of the Year, Jeanne Sink. Jeanne served until January 1993. The 1995 South Carolina Teacher of the Year, Cathy Scott, will join the Center's staff in the fall of 1994.

The 1993-94 Teacher Cadet Program was staffed by English and Teacher Cadet instructor, Rose Etta Schumacher. Mrs. Schumacher is from Chesterfield High School and joined the Center staff in 1991-92. She served as the Teacher Cadet Specialist in 1993-94. After three years with the Center, Mrs. Schumacher will return to Chesterfield High School after a brief leave of absence.

Carol Smith, an education professor at USC-Spartanburg, joined the Center as the first Professor in Residence in 1993-94 and served as the College Partnership Specialist. Mrs. Smith's addition to the staff enabled the Center to focus on its college partnerships for the first time. Prior to joining the Center on a full-time basis, Mrs. Smith served as a part-time Teacher in Residence with the Teacher Cadet Program.

Virginia Ward, an English and Teacher Cadet instructor from James Island High School, served as a Teacher in Residence and Publications Specialist. Joining the staff in 1993-94, Mrs. Ward is on loan from Charleston County School District.

Serving his second year as a Teacher in Residence was David Norton, science teacher and coach at Fort Mill High School. He held the positions of College HelpLine specialist and Teacher in Residence in 1993-94. At the end of the 1993-94 school year, Mr. Norton will become a science specialist with the science and math Hub located in Beaufort County.

The Center employed seven full-time Teachers in Residence during the 1992-93

school year: Jackie Stanley, 1987 State honor roll teacher from Horry County; Rose Etta Schumacher, an English teacher from Chesterfield County; Malinda Taylor, ProTeam and middle school teacher at Pleasant Hill Middle School in Georgetown County; Beth Havens from North Myrtle Beach High School in Horry County; Cleo Richardson, 1991 Marion One Teacher of the Year and social studies teacher at Marion High School; David Norton, science teacher and coach from Fort Mill High School; and Dodie Magill, 1993 and 1994 South Carolina Teacher of the Year, and a kindergarten teacher from Greenville County.

During the 1991-92 school year, the Center utilized five full-time and two part-time Teachers in Residence: Teacher Cadet and English teacher Barbara Thomson from Richland Northeast High School in Richland 2; Maria Pyles, 1990 South Carolina Teacher of the Year and social studies teacher at Greenwood High School; Lena Danner, a retired Teacher Cadet and English teacher from Eau Claire High School in Columbia; Rose Etta Schumacher, an English teacher from Chesterfield County; Malinda Taylor, ProTeam and middle school teacher at Pleasant Hill Middle School in Georgetown County; Jackie Stanley, 1987 State honor roll teacher from Horry County; and Carol Smith, USC-S professor.

In addition to Minority Recruitment Coordinator Jackie Stanley, four t\Teachers in Residence were members of the Center staff in 1990-91: Wilson High School social studies teacher Linda Weldon Payne, who taught a pilot Teacher Cadet class in 1986; Barbara Thomson; Maria Pyles; and Malinda Taylor. Betsy Dyches, who served for two years as a Teacher Cadet TIR, joined the Center full time in October 1989 as SCCTR's first Teacher Cadet Program Coordinator. Mrs. Dyches left the Center in August of 1991 to become the language arts coordinator for District Five of Lexington and Richland Counties.

1993-94 ProTeam Sites

Middle Schools	School Districts
AL Corbett Middle School	Aiken County Schools
Alcorn Middle School	Richland District One
Allendale-Fairfax Middle School	Allendale County Schools
Bates Middle School*	Sumter District Seventeen
Bell Street Middle School	Laurens District Fifty-six
Bishopville Jr. High School	Lee County Schools
Carver-Edisto Middle School	Orangeburg District Four
CE Williams Middle School	Charleston County
Chavis Middle School	Williamsburg County Schools
Choppee Middle School	Georgetown County Schools
Conway Middle School	Horry County Schools
Courtenay Middle School	Charleston City School District
Denmark-Olar Middle School	Bamberg District Two
DuBose Middle School*	Dorchester Two
E.L. Wright Middle School	Richland District Two
Estill Middle School	Hampton District Two
Fairfield Middle School	Fairfield County Schools
Holly Hill Middle School	Orangeburg District Three
J.B. Beck Middle School	Georgetown County Schools
Johnakin Jr. High School	Marion District One
Johnson Middle School	Florence District Four
Johnston-Edgefield-Trenton Elem. School	Edgefield County Schools
JV Martin Jr. High School	Dillon District Two
Kingstree Jr. High School	Williamsburg County Schools
Latta Middle School	Dillon District Three
Long Jr. High School*	Chesterfield County School District
McCants Middle School	Anderson District Five
McClellanville Middle School	Charleston County Schools
Merriwether Middle School	Edgefield County Schools
Mid-Carolina Middle School	Newberry County Schools
Newberry Middle School	Newberry County Schools
North District Middle School	Hampton District One
North Myrtle Beach Middle School	Horry County Schools

** New ProTeam sites for 1994-95*

Middle Schools	School Districts
Pageland Middle School	Chesterfield School District
Pleasant Hill Middle School	Georgetown County Schools
Robert E. Howard Middle School	Orangeburg District Five
Robert Smalls Middle School	Beaufort County Schools
Rosemary Middle School	Georgetown County Schools
Seneca Middle School*	Oconee County
Southwood Middle School	Anderson District Five
WA Perry Middle School	Richland Dictrict One
Whittemore Park Middle School	Horry County Schools
William J. Clark Middle School	Orangeburg District Five

** New ProTeam sites for 1994-95*

1993-94 Teacher Cadet Sites

SCHOOLS	DISTRICTS
Aiken High	Aiken County
Airport High	Lexington District 2
Allendale-Fairfax High	Allendale County
Andrews High	Georgetown County
Aynor High	Horry County
Bamberg-Ehrhardt High*	Bamberg District 1
Baptist Hill High	Charleston County
Barnwell High	Barnwell District 45
Batesburg-Leesville High	Lexington District 3
Beaufort High	Beaufort County
Belton-Honea Path High	Anderson District 2
Berea High*	Greenville County
Berkeley High	Berkeley County
Bishopville High	Lee County
Blackville-Hilda High	Barnwell District 13
Blue Ridge High	Greenville County
Boiling Springs High	Spartanburg District 2
Brookland-Cayce High	Lexington 2
Broome High	Spartanburg District 3
Burke High	Charleston County
Byrnes High (James F.)	Spartanburg District 5
Calhoun County High*	Calhoun County
Central High	Chesterfield County
Chapin High	Lexington District 5
Chapman High	Spartanburg District
Cheraw High	Chesterfield County
Chesnee High	Spartanburg District 2
Chester High	Chester County
Chesterfield High	Chesterfield County
Choppee High	Georgetown County
Clover High	York District 2
Columbia High	Richland District 1
Conway High	Horry County

** New Teacher Cadet sites for 1994-95*

SCHOOLS	DISTRICTS
Denmark-Olar High	Bamberg District 2
Dillon High	Dillon District 2
Dorman High	Spartanburg District 6
Dreher High	Richland 1
Dutch Fork High*	Lexington 5
Easley High	Pickens County
East Clarendon	Clarendon 1
Eastside High	Greenville County
Eau Claire High*	Richland 1
Emerald High*	Greenwood 50
Estill High	Hampton 2
Fairfield Central High	Fairfield County
Fort Dorchester High*	Dorchester County
Fort Mill	York 4
Gaffney High	Cherokee County
Georgetown High	Georgetown County
Gilbert High	Lexington 1
Goose Creek High	Berkeley County
Green Sea Floyds	Horry County
Greenville High	Greenville County
Greenwood High	Greenwood 50
Greer High	Greenville County
Hanahan High	Berkeley
Hannnah-Pamplico High	Florence 2
Hartsville High	Darlington
Hemingway High	Williamsburg County
Hillcrest High	Greenville County
James Island High	Charleston County
Jasper County High	Jasper County
Kingstree High	Williamsburg County
Lake City High	Florence 3
Lamar High School	Darlington County
Lancaster High	Lancaster County
Landrum High	Spartanburg 1
Latta High	Dillon 3
Laurens High	Laurens 55
Lexington High	Lexington 1
Lincoln High	Charleston County
Loris High	Horry County
Lower Richland High	Richland District 1
Lugoff-Elgin High	Kershaw County
Mann (J. L.) High	Greenville County

** New Teacher Cadet sites for 1994-95*

SCHOOLS	DISTRICTS
Manning High	Clarendon District 2
Marion High	Marion District 1
Marlboro High	Marlboro County
Mayewood High (SAC)	Sumter District 2
Mayo High	Darlington County
McCormick High	McCormick County
Mid Carolina High	Newberry County
Middleton High	Charleston County
Midland Valley High	Aiken County
Mullins High	Marion District 2
Myrtle Beach High	Horry County
Newberry High	Newberry County
Ninety Six High*	Greenwood 52
North Augusta High	Aiken County
North Charleston High	Charleston County
North Myrtle Beach High	Horry County
Northwestern High	York District 3
Orangeburg-Wilkinson High	Orangeburg District 5
Palmetto High	Anderson District 1
Pelion High	Lexington County
Pickens High	Pickens County
Pleasant Hill	Georgetown County
Richland Northeast High	Richland District 2
Riverside High	Greenville County
Rock Hill High	York District 3
Ruffin High	Colleton County
St. Andrews High	Charleston County
St. George High	Dorchester District 4
St. John's High - John's Island	Charleston County
St. John's High -Darlington	Darlington County
Saluda High	Saluda County
Silver Bluff High	Aiken County
Socastee High	Horry County
South Aiken High	Aiken County
South Florence High	Florence District 1
Southside High	Greenville County
Spartanburg High	Spartanburg District 7
Spring Valley High	Richland District 2
Stall High (R.B.)	Charleston County
Stratford High	Berkeley County
Strom Thurmond High	Edgefield County

SCHOOLS	DISTRICTS
Summerville High	Dorchester District 2
Sumter High	Sumter District 17
Sumter Academic Center	Sumter District 2
Swansea High	Lexington District 4
Terrell's Bay High	Marion District 3
Travelers Rest High	Greenville County
Union High - (UCVC)	Union County
Union County Voc. Center	Union County
Waccamaw High	Georgetown County
Wade Hampton High	Hampton District 1
Wagener-Salley High*	Aiken County
Walhalla High	Oconee County
Walterboro High	Colleton County
Wando High	Charleston County
Ware Shoals High*	Greenwood 51
West Florence High	Florence District 1
Westside High	Anderson District 5
Whitmire High*	Newberry County
Williston-Elko High*	Barnwell 29
Wilson High	Florence District 1
Wren High	Anderson District 1
York Comprehensive	York District 1

** New Teacher Cadet sites for 1994-95*

SUMMARY

	High Schools	College Partners
1994-95	141	23
1993-94	126	20
1992-93	122	19
1991-92	121	19
1990-91	113	20
1989-90	99	19
1988-90	74	18
1987-88	54	18
1987-87	28	15
1986-87	4	4

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Budget

S.C. Center for Teacher Recruitment
Year End Financial Report
1993-94

Budget Categories	Total Budget for Year	Total Expended Funds	Total Remaining Funds	Percentage Remaining
Salaries	$215,413.00	$215,413.00	$0.00	0.00%
Office Support	$57,820.00	$57,820.00	$0.00	0.00%
Staff and Director Travel	$17,000.00	$17,000.00	$0.00	0.00%
Policy Board/Task Force	$5,700.00	$5,700.00	$0.00	0.00%
Teacher Forum	$62,183.00	$62,183.00	$0.00	0.00%
Teacher Job Bank	$26,000.00	$26,000.00	$0.00	0.00%
Teacher Cadet Program	$284,681.00	$284,681.00	$0.00	0.00%
ProTeam Program	$131,847.00	$131,847.00	$0.00	0.00%
Minority Recruitment	$2,125.00	$2,125.00	$0.00	0.00%
College Helpline	$48,744.00	$48,744.00	$0.00	0.00%
Teaching Careers Institute	$25,000.00	$25,000.00	$0.00	0.00%
Evaluation Program Implt	$9,883.00	$9,883.00	$0.00	0.00%
TOTALS	**$886,396.00**	**$886,396.00**	**$0.00**	**0.00%**

SOUTH CAROLINA CENTER FOR TEACHER RECRUITMENT

	1993-94 Budget	Change	1994-95 Budget
Office Salaries & Fringes	$123,163	$9,246	$132,409
Office Support			
Winthrop Direct Costs	$8,000	$250	$8,250
Phone	$3,463	$1,537	$5,000
Postage	$8,000	($4,000)	$4,000
Printing	$7,650	$0	$7,650
Furniture and equipment	$4,500	$10,388	$14,888
Clipping service	$700	$0	$700
Temporary salaries	$7,760	($1,500)	$6,260
Hourly wages	$4,800	$3,500	$8,300
Subscription,dues	$1,947	$553	$2,500
Office supplies	$6,500	$3,032	$9,532
Dual employment	$3,000	$1,000	$4,000
Maintenance Contracts	$1,500	$50	$1,550
Total	$57,820	$14,810	$72,630
Staff and Director Travel			
Out of state	$2,850	($850)	$2,000
In state	$14,150	($4,445)	$9,705
Total	$17,000	($5,295)	$11,705
Policy Board/Task Force			
Policy Board Travel	$1,200	$0	$1,200
P/B Postage,Print, Materials	$2,000	$1,250	$3,250
Task Force Travel	$1,000	$0	$1,000
TF Postage,Print, Materials	$1,500	$1,250	$2,750
Total	$5,700	$2,500	$8,200
Teacher Forum			
Program Activities	$8,500	$0	$8,500
Leadership Council	$3,000	$0	$3,000
Printing, Mailing Video Costs	$1,350	$0	$1,350
TIR Salary & Fringes	$41,833	($2,478)	$39,355
Travel	$6,500	($1,500)	$5,000
Telephone	$1,000	$0	$1,000
Office Staff Salaries	$13,938	$0	$13,938
Office Staff Fringes	$2,540	$0	$2,540
Total	$78,661	($3,978)	$74,683

	1993-94 Budget	Change	1994-95 Budget
Teacher Job Bank			
Mailing, printing	$7,000	$0	$7,000
Advertising	$1,500	$0	$1,500
Expo support	$10,000	$0	$10,000
Wats line service	$7,500	$0	$7,500
Office Staff Salaries	$14,541	$0	$14,541
Office Staff Fringes	$4,820	$0	$4,820
Total	$45,361	$0	$45,361
Teacher Cadet Program			
TIR Salaries & Fringes (3)	$122,931	$846	$123,777
Travel (For 3 TIR's)	$15,000	$0	$15,000
College grants (($500 ea)	$56,000	$5,949	$61,949
High school grants ($250 ea)	$36,250	$2,500	$38,750
Teacher training	$23,500	($2,696)	$20,804
Phone	$3,000	$0	$3,000
Material,supplies,printing	$8,000	$270	$8,270
Student conference	$7,500	$7,500	$15,000
Research	$12,500	$0	$12,500
Office Staff Salaries	$25,051	$0	$25,051
Office Staff Fringes	$6,735	$0	$6,735
Placement	$0	$0	$0
Total	$316,467	$14,369	$330,836
ProTeam Program			
TIR Salaries & Fringes (2)	$72,318	($37,914)	$34,404
Travel (For 2 TIR's)	$11,500	($6,500)	$5,000
Middle school grants ($250 ea)	$10,750	$1,250	$12,000
Teacher training	$15,000	$500	$15,500
Phone	$2,000	($1,000)	$1,000
Material,supplies,printing	$5,779	$1,221	$7,000
Student conferences (3)	$7,500	$250	$7,750
Research	$7,000	$0	$7,000
Office Staff Salaries	$14,476	$0	$14,476
Office Staff Fringes	$4,809	$0	$4,809
Total	$151,132	($42,193)	$108,939

	1993-94 Budget	Change	1994-95 Budget
Minority Recruitment Partnership			
Activities	$1,400	$0	$1,400
Partnership meeting	$125	$0	$125
Partnership Newsletter	$600	$0	$600
Salary & Fringes	$0	$34,934	$34,934
Travel	$0	$5,000	$5,000
Phone	$0	$1,000	$1,000
Total	$2,125	$40,934	$43,059
College Helpline/Minority Counseling			
TIR Salary & Fringes	$36,218	$13,330	$49,548
Travel	$6,500	($1,500)	$5,000
Program support	$1,026	$0	$1,026
Student services	$4,000	($1,000)	$3,000
Phone	$1,000	$0	$1,000
Office Staff Salaries	$4,517	$0	$4,517
Office Staff Fringes	$823	$0	$823
Total	$54,084	$10,830	$64,914
Summer Institute			
Teaching Careers Institute	$12,500	$0	$12,500
Crossroads Institute	$12,500	$0	$12,500
Total	$25,000	$0	$25,000
Evaluation,Program Implementation & New Program Initiatives			
Program support	$9,883	($9,883)	$0
Total	$9,883	($9,883)	$0
TOTAL EXPENDITURES	$886,396	$31,340	$917,736

Budget Category Explanations

1 Overall Budget: A 3.3% inflation factor is used. A 2.6 inflation is used on salaries.

2 Teacher in Residence Salaries: Salaries are calculated using a 3.3% southeastern average + a 2% step increase. The actual salaries of 94-95 TIRs were used. These are 190 day contracts.

3 Teacher Cadet College Grants: Increase is due to a projection of 10 additional partnerships.

4 Teacher Cadet High School Grants: A projection of 10 additional high schools to be added.

5 ProTeam Middle School Grants: A projection of 10 additional middle schools to participate.

6 Placement: This line item has been added to help facilitate placement of former Cadets to the teaching profession.

7 Office Staff Salaries: These are partial salaries for the assistant director and the administrative assistant within that program.

8 Office Staff Fringes: These are partial fringes for the assistant director and the administrative assistant within that program.

9 Winthrop Direct Costs: This includes utilities, maintenance, cleaning services, etc.

10 Dual Employment: This is used to pay state employees for work done after hours for our office (graphic arts help, computer proramming, etc.).

11 Policy Board/Task Force: The Policy Board holds quarterly meetings and the Task Force has an annual meeting.

12 Teacher Cadet Student Conference: This is held annually for approximately 500 students.

13 Teaching Careers and Crossroads Institute: The host college matches $5000.

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